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THE SIERRA EDUCATIONAL NEWS

A Short History of the United States Navy

The Eureka Plan

A Method in Motivation Involving Newer
Types of Teaching

A School of Long Ago

Reconstruction of the Junior High School
Curriculum in Los Angeles

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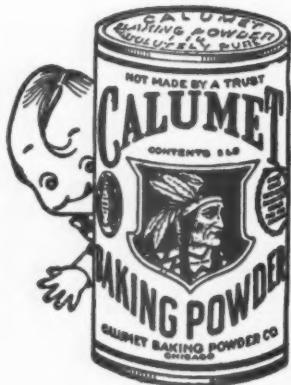
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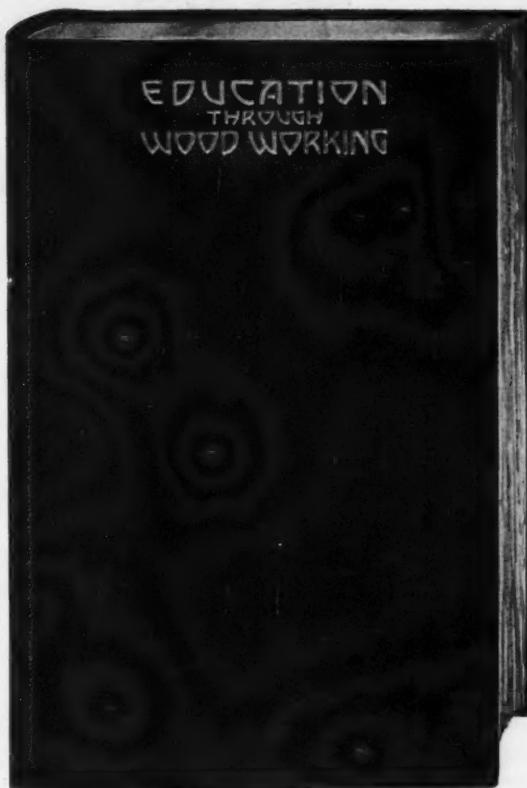
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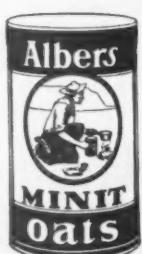
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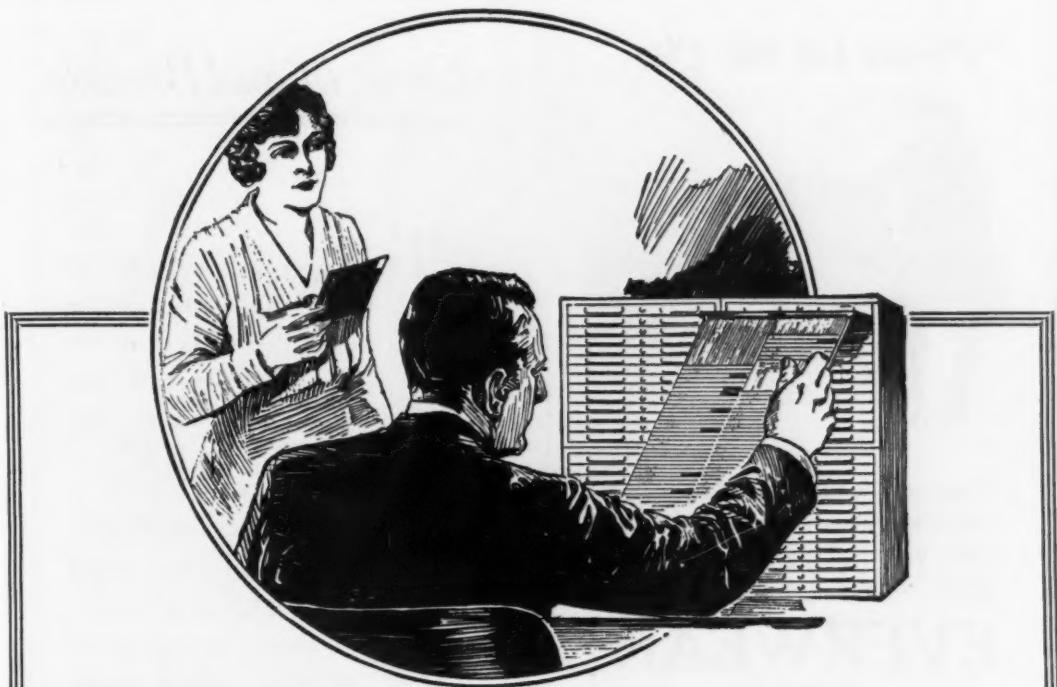
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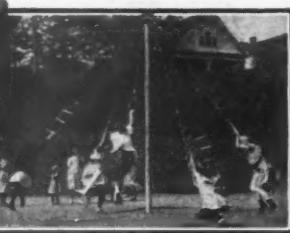
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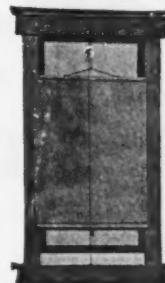
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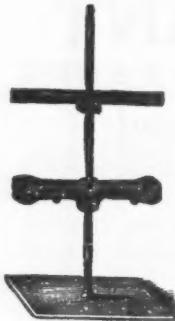
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SIERRA EDUCATIONAL NEWS

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Vol. XX

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CONTENTS

	PAGE
EDITORIAL:	<i>A. H. C.</i>
Outstanding Educational Achievement.....	682
Progress in Education in 1924.....	682
A Short History of the United States Navy.....	<i>Hon. Curtis D. Wilbur</i>
The Eureka Plan	<i>Geo. C. Jensen</i>
A Method in Motivation Involving Newer Types of Teaching	<i>Miss Hertha Schulze, Miss Helen Ballard and Mrs. Ouida Rudasell</i>
A School of Long Ago	<i>George F. Bass</i>
Reconstruction of the Junior High School Curriculum in Los Angeles	<i>Mrs. Susan M. Dorsey</i>
Lange Epigrams	696
Poetry—A Neglected Art in the Public Schools.....	<i>Roy Walter James</i>
Membership in Teachers' Organizations:	
Supt. Condon's Message	699
State Supt. Johnson's Views	699
Joint Institute of Shasta, Tehama, Butte, Yuba, Sutter and Plumas Counties and City of Chico.....	<i>Mamie B. Lang</i>
Prospectus of C. T. A. Section Meetings	700
Stanford University	<i>John A. Sellards</i>
California Scholarship Federation	<i>Bertha Oliver</i>
Education Speaks	<i>J. W. McClinton</i>
Official Department California Congress of Mothers and P. T. A.:	
State, District and Federation Activities.....	<i>Mrs. Hugh Bradford</i>
New Department of Music	<i>Georgia E. Shropshire</i>
Recreation Facts	<i>Mrs. W. H. Marston</i>
FROM THE FIELD:	
Over the Top	<i>C. J. Appling</i>
Objects to Teaching Evolution	<i>T. A. Fleck</i>
Printing in Chino High School	<i>Arvine S. Dunn</i>
Burt O. Kenney	<i>Edith Everett</i>
Education by Radio	<i>Grace C. Stanley</i>
Educational Literature	708
Radio Programs for California Schools	708
Notes and Comment	710
	715
	715



EDITORIAL



THE most outstanding achievement in education in California during 1924 is the completion of the preliminary Secondary School Survey. For two years there has been at work a committee, known as the Committee of Fifteen of the California High School Teachers' Association.

OUTSTANDING EDUCATIONAL ACHIEVEMENT

This committee had as its problem to survey the field that there might be brought clearly to light the conditions underlying high school work, and something of the practices and results. The desire was

to state anew and in concrete terms the purposes and objectives of secondary education. With this study as a basis, it will then be possible to carry the investigation forward to the end of determining just what is taught and whether our present program is in accordance with the needs and demands of the day.

The results of the Committee's work is found in a splendid volume of 406 pages. While preliminary only, it is significant, in that the study is state-wide and intensive in character. Owing to the brief period over which the investigation extended, the results, while not all that could be desired, call for high commendation. This is the most far-reaching attempt ever made by a professional organization of teachers to self-survey their work and to put the findings in such concrete and extensive form. The book is published by the association. Copies may be had by applying to the Secretary of the California Teachers' Association. The price is \$2.50 per copy.

It would be unfortunate should the work of the Committee be allowed to lapse. A splendid beginning has been made. Funds are now needed to carry forward a three or five year program. In

no state in the Nation has secondary education made such advances as in California. Our schools furnish a splendid laboratory for the study of conditions and tendencies and securing data looking toward an improved and modern course of study thoroughly adapted to our developing civilization. It is to be hoped that some citizen or foundation may step forward and make possible, through sufficient endowment, the continuance of the work.

AT the close of the year we pause to "take stock" and to summarize the educational achievements of the twelve months past. It has been an eventful 1924. The war and the years of reconstruction following have given a new impetus to

PROGRESS IN EDUCATION IN 1924

education. This is true the world over, but is especially noticeable in this country. Everywhere the schools are full to overflowing. Universities and colleges, schools of engineering, schools of secondary and elementary grade, kindergartens—all are taxed to utmost capacity. Cities and towns cannot keep pace in their building programs although bond issues of amounts never before attempted, are everywhere carried by overwhelming votes. Classes are in many places so large that justice to the students is impossible, however competent may be the teacher or instructor. Too often it is necessary to resort to part-time or half-day classes so that a given group or class of pupils may be at the school for a portion of the day only; another class or group then occupies the rooms for the remainder of the school day.

Along with this unprecedented desire for education on the part of young and old alike, there developed in the period following the war, a strong reaction toward the proper financing of schools. This tendency toward retrenchment has been most noticeable on the part of certain predatory interests whose chief desire is to reduce taxes. As is always the case when there is tax reduction, the schools are first to suffer. It is easy to attack the schools on the ground that they are superficial, do not give attention to fundamentals as did the schools of days past, and that tremendous sums are spent upon the "frills" and non-essentials.

As the year draws to a close a saner and more wholesome spirit seems to be upon us. There is more general recognition of the fact that as a mere financial asset in the community, the school takes first place. In a Democracy such as ours, the integrity of our social and industrial fabric is based upon intelligent interest and moral action. As we have so often pointed out, money put into education is the best investment an individual or community can make.

As indicating this tendency to return to the normal in recognition of the value of education, may be cited the recent experience in the State of Washington. There was presented for vote of the people at the last election a tax limitation measure known as Initiative No. 50. The measure was designed to reduce the taxes from 60 or 70 mills to 40 mills, and, to so cut down the entire amount of tax levy as to reduce the income for school purposes approximately \$10,000,000. This reduction would have had its effect on all schools from kindergarten through the University.

This measure was similar to the so-called Amendment 13, put forward as a tax limitation proposal in California some years ago, and so decisively defeated before Amendment 16 was enacted. It was

our privilege to spend some days recently in the State of Washington on invitation of the Washington State Teachers' Association. Campaigns were in progress, engineered by certain real estate and tax payers' associations, in the interest of the measure. They even went so far as to state that if the tax limitation measure could be carried and the California plan of taxation introduced, that the public service corporations could be made to pay all the State taxes. Since our return we learn with satisfaction that the measure was defeated in Washington by a vote of more than 3 to 2. This is a stinging rebuke to the reactionary forces and a victory for education and for the Washington Education Association.

A similar experience is that in North Dakota. Any measure proposing relief from high taxes is eagerly sought by all. An initiative measure was before the people proposing to reduce taxes 25% below the levies of 1923, without in any way injuring the schools. If passed, however, the measure would have affected every school in the State from the one-room rural school to the highest institution of learning.

In a ten-day campaign before election, the North Dakota Education Association, backed by the State Federation of Women's Clubs, the Association of School Directors and the Association of Parents and Teachers succeeded in informing the people to such good advantage that the measure was defeated by a majority of about 6,000. Again a victory for a State Education Association and for the children of North Dakota.

In education, as in any social, political or moral field, there are periods of stagnation, retrenchment, reaction or retrograde movement. Sometimes there is a settling back, but the general trend, when the long view is taken, is in a continuous, upward and forward direction. Any seeming reaction or loss of momentum is temporary only. Whether in California or elsewhere, education will, more and more, become the chief business of our Nation.

A. H. C.

A SHORT HISTORY OF THE UNITED STATES NAVY

HON. CURTIS D. WILBUR
Secretary of the Navy

MEN have used ships since the early dawn of history and for thousands of years now ships have played a most important part in shaping the destinies of peoples and determining the course of civilizations. In fact, a great American historian, Alfred T. Mahan, has shown how, time and again, the ideals of European peoples have been saved because their men naturally "go down to the sea in ships." All this has had its bearing on America because we have derived our blood, our laws, and many other features of our civilization from our European forefathers.

Nearly 500 years before the birth of Christ the Greeks saved western civilization by defeating the Persians in naval battles. That meant that Greek democracy triumphed over Asiatic despotism.

Some 200 years later Rome defeated Carthage by obtaining control of the Mediterranean, so that Hannibal was forced to march all the way around through Spain to get to Rome. Hannibal lost more than half his men in this difficult march, and even when he got to Italy it was impossible for him to get reinforcements, so that he was defeated. That meant that Roman democracy triumphed over an African civilization.

The Navy During the Revolution

In our own country our navy has been extremely important in every war. Before the Revolution, the colonies developed a considerable commerce by sea and built ships to carry it, although bitterly opposed by the mother country, which felt at that time that all carrying to and from her colonies should be in English ships. In spite of such opposition ships were built in the colonies. When the Revolution came in 1776, fast sailing vessels were built, suitable for raiding enemy commerce. It was in these that John Paul Jones, the Father of our Navy, Commodore Barry and others so materially aided the cause of Independence. But it was the help that we received from the French Navy that was even more important.

You will remember England was at war in Europe all during our Revolution. She could not spare many reinforcements for her armies in America. But when she was disposed to send reinforcements, the existence of a hostile

French Navy made such an undertaking hazardous. As the war dragged on to 1781, there were two British armies, one in New York, under Howe, and another in Virginia, under Cornwallis. Between them was General Washington with the Americans, greatly strengthened by LaFayette's French soldiers. As the Americans pressed Cornwallis more and more, the British of course wanted to send reinforcements to him from New York. Just at this critical time, however, a French squadron under DeGrasse was off the Virginia capes to prevent any such move. So Cornwallis had to surrender, which put an end to the war and established the independence of the Colonies.

Pirates of Algiers and Tripoli

At that time and for some years thereafter the pirate states of Algiers and Tripoli made a practice of capturing merchant ships in the Mediterranean, or else exacting a tribute from the different countries in exchange for letting the ships of those nations alone. This tribute was paid by the Great European countries as well as ourselves. In 1801 the Sultan of Tripoli, not content with the \$30,000 a year tribute paid by the United States—Blackmail—insulted the American flag. In succeeding operations Captain Bainbridge brought the Sultan to terms and did away with the humiliating tribute. Some years later Commodore Decatur pursued a similar course with the Bey of Algiers. The example of the United States was followed by other powers, and from that date piracy was pushed farther and farther to the remote corners of the earth until it exists today principally in Chinese waters.

Cabinet Departments Created

After the successful termination of the Revolution it was not until 1789 that the Constitution was adopted and the Union established. At that time a War Department was created which controlled both the Army and the Navy. The preamble to the Constitution reads:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and to our posterity, do ordain and establish this Constitution of America."

You will see that the War Department as originally created has the very important duty

to "insure domestic tranquillity" and "provide for the common defense."

The direction of both the Army and the Navy by one Cabinet officer did not work out well, so that in 1798 the Navy Department was created.

The Army and the Navy, however, were neglected after the Revolution, and when the war of 1812 began we had only 16 war vessels, mostly small ones, whereas Great Britain had 75 of her 686 vessels in American waters. It was at sea, however, that we retrieved the uniform disasters that befell our land forces. Decatur, Hull and Bainbridge in the Atlantic and Perry on Lake Erie enabled America to bring the war to an end—an inconclusive but a moral victory for our country.

The Civil War

The part that the Navy played in winning the Civil war is much greater than that which is usually accorded it. Here again the beginning of the war found the Navy in very poor condition, with few ships and no organization. The Union, however, was fortunate because at that time New England was the center of a great shipbuilding industry. Before the end of the second year of the war the South was effectively blockaded, so that it could neither obtain war supplies from other countries nor sell its cotton to Europe. It was this fact, as much as anything else, which led to General Lee's surrender.

The completeness of the Union control of the sea will be realized when you remember how Farragut went into Mobile Bay and how the Union ships operating with the land forces, cut the Confederacy in two by taking control of the Mississippi River from St. Louis to its mouth.

The Spanish War was largely naval in character. The brilliant exploits of Admiral Dewey in Manila Bay and of Sampson and Schley at Santiago caused the war to be terminated in six months.

The World War

The World War, as all the other wars in our history, found this country with a Navy ill equipped to meet the enemy. Indeed, it was Germany's boast that she could flaunt the American protests against sinking unarmed merchant ships without warning because she believed that America could not exert any military strength in Europe, where, in the nature of things, the decision would be reached, in time to help the Allies.

The peculiar conditions existing in the World

War enabled America to land two million soldiers in France in time to decide the conflict in favor of the Allies and prove the Germans' judgment wrong. But these peculiar conditions cannot be expected to occur again. While the German fleet was much superior to our own, it was not superior to the British Fleet. The British Fleet, augmented by some units of our own, was able to keep the German warships, with the exception of submarines, from the seas; by exerting every resource to combat the submarines, they were held sufficiently in check to permit not only America, but all the other Allied powers, to transport sufficient men and supplies to win the war. Even so, there were many anxious months when the outcome was in doubt.

During the 19 months that the United States was in the war, some small craft were built to aid in curbing the German U-boats, and they were of very material service. But no large warships were constructed during that time. Years are required to build a large ship. It is hopeless to expect to go into a war and then build a navy after it has begun. This is growing truer every year as the complexity of warships increases.

Victories in Battles Not Fought

So far the Navy has been considered in relation to the major wars engaged in by this country. To be sure, as a final resort, the business of the Navy is to fight and win wars. But it has other and peace-time functions almost equally important. We have too much overlooked the point, although it has been ably noted by Mahan and others, that some of the most fruitful victories of history have been won in battles that have not been fought. This paradox is true. They have been won by exerting silent pressure over the diplomatic board.

So far as the United States is concerned, the best example is afforded by the attempt of monarchical Europe to set up an empire in Mexico. While this country was pre-occupied by the Civil War, Maximilian was established in the Mexican capital with the aid of European armies. Upon the surrender of Lee, this country was free to use the Army and Navy elsewhere. We then had the greatest army and the greatest navy in the world. Our Government said that the European troops must be withdrawn from Mexico. They were, leaving the Republican forces in power, thereby freeing this continent from the intrigues of monarchical Europe. It could not be supposed that Europe would have submitted so meekly

to our demands if we had not been in a position to enforce them.

The Monroe Doctrine has been the occasion of many diplomatic victories and defeats, and it will be found that our success or failure in these cases are almost uniform in proportion to our military strength at the time.

As an example of failure may be cited the seizure of the Mosquito Islands, off Central America, by England in the 40s, when we had no navy to speak of. This was a violation of the Monroe Doctrine. The matter was finally adjusted in the Clayton-Bulwer Treaty, in which the United States agreed to share equally with England any privileges gained by the building of a canal joining the Pacific Ocean and the Caribbean Sea through Central America or Panama. The Hay-Pauncefort Treaty was based almost entirely on the Clayton-Bulwer Treaty, and we feel the results today in our inability to favor American shipping through the Panama Canal, which was built and is owned by America.

You will recall that the much talked of Japanese base in Magdalena Bay, Lower California, ceased as soon as our 1916 naval building program was authorized by Congress.

This 1916 building program provided for 12 battleships and 6 battle cruisers, the largest of their types in the world. Construction on this program was interrupted by the World War. It was realized that this program could not be completed in time to be of service and our shipbuilding facilities were turned to constructing small vessels with which to fight submarines.

Washington Conference

After the war, work was resumed on the 1916 program and was only stopped when, under the Washington Conference Treaties, the United States agreed to scrap most of these vessels.

Up until the time of the Washington Conference for the limitation of naval armaments, this country had no clearly defined naval policy. The Navy has always been allowed to run down, sometimes to the vanishing point, in times of peace. When wars have come, hasty and extravagant efforts are made to improvise a Navy. This has been done with varying success, but it cannot be done again, when so long a time is required to build fighting ships.

The Naval Policy established at the Washington Conference is that the position of the United States in the world today, the extent

of our commerce, the widespread location of our island possessions and the amount of our national wealth warrants this country in maintaining a Navy as strong as that of Great Britain and two-thirds stronger than Japan's. This proposition, stated by the Secretary of State in opening the Washington Conference, was accepted by the other great naval powers of the world.

Common sense and all history would dictate that we maintain such a Navy.

In considering the Navy, we must bear in mind that in the United States the Navy and the Army do not make wars. Wars must be declared by Congress. Once war is declared, it is the business of the Navy and of the Army to bring peace by bringing the war to a successful termination.

Peace Work of Navy

Little time is left to speak of the many and varied peacetime activities of the Navy. It makes charts of the oceans, it promotes the safety of navigation. It patrols the seas and destroys derelicts, gives warning of ice-bergs and protects against pirates. Andrew Carnegie once said that the steel industry was built on Navy specifications. This was because the Navy demanded an armor steel much harder than any steel that had been made before. By repeated experiments the quality of steel has gradually increased. What this has meant in the development of delicate machinery, as well as in the constructions of bridges and skyscrapers, can scarcely be imagined. Radio is largely a development of our Navy. The first ship ever to be equipped with electric lights was a naval vessel. The first ship ever to be equipped with Diesel engines was a naval vessel. The first ships to be equipped with turbines were naval vessels. The first ships to be equipped with electric drive were naval vessels. These are all enormous advances in commerce and art. The Navy pioneers.

The Navy developed and perfected the gyroscopic compass, which is supplanting the magnetic compass on the seas.

The Navy made about all the experiments with compartment holds, water-tight subdivisions—a device that has saved thousands and thousands of lives since the day of its perfection.

Opened Japan to Commerce

In 1854 the Navy opened up Japan to commerce. This was the beginning of our present vast trade with that country. In recent years our naval forces have rendered great assist-

ance to striken people in many quarters of the globe. Its heroic work in Smyrna and Japan is so recent that it need only be mentioned.

The Navy governs our possessions of Guam, Samoa, and the Virgin Islands. The Navy Observatory in Washington regulates the time for the entire nation. The Navy's contribution to the development of aircraft has been important. It is pioneering in the field of rigid

lighter-than-air ships with the Shenandoah and the ZR 3, recently delivered by Germany. Navy pilots hold the world's speed records for both land planes and seaplanes. The American naval aviators were the first to cross the Atlantic by plane.

Every year the Navy turns back to the country thousands of men who have been trained in trades and crafts.

THE EUREKA PLAN

GEORGE C. JENSEN

Principal Secondary Schools, Eureka

BELIEVING that the solution for most of the problems that face modern education (or any social situation) lie in investigation and in the proper interpretation of data, the Eureka Plan was put into effect some fifteen months ago. Believing also that an investigator has an obligation to report his finding, that they may have as wide a usefulness and as thorough a check as possible, the Eureka Plan and its results to date are herewith reported for what they are worth. It is not claimed that this plan has gone far enough so that definite conclusions may be arrived at at this time; merely that the apparent tendencies resulting from the operation of the plan seem to be significant. Suggestions and criticisms are invited.

I. The Problems

1. The chief problem:

How to cause high school students to regard their work seriously to the end that they may expend willingly that amount of energy which is necessary to maintain a reasonable high school standard of work.

2. Other related problems:

- a. How to organize the school so as to definitely recognize different human abilities.
- b. How to organize the school so as to definitely recognize different human purposes.
- c. How to organize the school so as to definitely recognize different rates of mental speed.
- d. How to organize the school so as to definitely distinguish between those who can't and those who won't maintain a reasonable school standard.
- e. To discover different levels of student ability and willingness so as to study the problem of whether or not educational terminals should be created—whether or not there are definite educational limits.

II. The Investigation and the Results to Date

1. The three definite things that were done:

- a. The students of the school were divided into groups according to abilities and purposes.
- b. Special intensified long-period courses were organized so as to fit the needs of some of the groups.
- c. An employment bureau was set up through which positions are found for such students as are qualified for them.
2. The new organization was a direct attempt to answer problems a, b, c, and d under the "related problems" as listed above, and furnished the school an opportunity to study the main problem as well as problem e.
3. The different groups into which the students were divided (this is a two-fold division):
 - a. The students were divided into groups according to their purposes arrived at by conference with the parent, the student and the judgment of the school resting on tests, previous success and general observation. They were divided into four purpose groups:

Group I. The University Group. Composed of such students as expected (or whose parents expected) to continue school beyond the high school and who were found fitted for such advanced work.

Group II. The High School Graduation Group. Composed of those who expected to be graduated from high school, but did not expect to continue further; and of those who were dropped from Group I.

Group III. The Special Certificate Group. Composed of those many students who usually drop out of high school after one, two or three year's attendance—those who do not graduate.

Group IV. The Part-time Group. Composed of the students between the ages of sixteen and eighteen in school but four hours per week.

- b. The students (especially those in Groups I and II) were organized in English and mathematics groups according to abili-

ties. This was unsuccessful at first, but with the beginning of the present school year a new step was taken in this direction which bids fair to be highly successful. All Freshman English classes, for instance, are offered the same hour and the students graded according to apparent abilities. This means four or five classes of Freshman English being taught at the same hour, a different standard for each class, if necessary, and a shifting of students from one class to another when they are found to be out of place. This scheme has now been organized for the first two years of English and mathematics. An interesting study, as this scheme proceeds, will be that of the relation between the purpose groups and the mental level groups; between Group I, for instance, and section 1 in English and mathematics.

4. The Purpose Groups:

- a. Group I. The University Group: In 1923-4, 249 students were placed in this group. These students and their parents were informed that usually there are but two general reasons why students fail in college—either that they can't do work of university level, or that they are unwilling to work hard enough. They were further advised that these students would be permitted to remain in the University Group **only** while they were doing work comparable with university work—work of 2 rank or better; that in order to be recommended to a school beyond the high school it would be necessary for them to be graduated from this group; and that if they were dropped out of the group they could get back in again if the work was brought up to the proper high level.

The psychological result was, in the minds of the students and the parents, to move the future down to the present, for under this scheme a student would actually be "flunked" out of college a number of years before he arrived at the college. This has furnished a tremendous stimulant to parents and students alike.

After one year of this experiment (in June, 1924), of the 249 students in Group I, 26 per cent were dropped from the group because of poor work, while 27 per cent were placed on probation for another period. At present there are 268 students in this group, 66 of whom are on probation. The reports of delinquency in

studies are just in for the first quarter of the year. These show that of the 66 students on probation, 45 of them have a mark of less than 2 in at least one subject. Evidently there are many here of non-university material. Of the remaining 202 students in this group, 61 have a mark of less than 2 in at least one subject. Apparently most of the students in this group who are not on probation are of university material. Of course there are at present here many weak students who will be weeded out because it is a part of the scheme to try out all doubtful cases in this group, for we are more interested in forcing students into Group I than out of the group. We are interested in segregating either up or down.

- b. Group II. The High School Graduation Group: In this group the standard of passing is a 3—or better. Most of these students are interested in positions after graduation so that they come into direct contact with the employment bureau. In this case, as in that of Group I, the future is brought down to the present, for the student is advised that if he does not do good work the school can not recommend him for a position. This leads the school directly into vocational guidance—the problem of avoiding placing square pegs in round holes.

In 1923-4 there were 157 students in this group plus 125 who were unclassified—the system being new—and most of whom would unquestionably have been classified here. At present there are 241 students registered in Group II. (There are no students now unclassified.) Of these 241 the records show that 73 are now failing in one or more subjects. As was the case with the delinquent students in Group I, letters in plain envelopes are sent to the homes advising the parents of the delinquencies and the probable causes, along with a request that the parent come to the school for conference. Notes on these conferences are to be kept, which will result in some very important data.

- c. Group III. The Special Certificate Group: As indicated above, this group is composed of those students who formerly dropped out of school discouraged and without any particular objective. The school formerly paid little attention to

these, for what was there to do? They had adjourned beyond reach. With the employment bureau, a group of students whose direct objective is certainly employment, and courses that train them in much shorter time than was possible formerly, the seemingly impossible problem is in the solving.

The employment bureau affords us the opportunity to study not only the students but also the positions of the community. During the past year, 52 students were placed in positions many of whom are making great strides. This year a much larger number of students will be placed it seems now. The business men of the community are co-operating splendidly, for it means service to them—properly placed employees who have been recommended by the school because of certain needed qualities. This bureau functions for Group II students, too.

The long-period intensified courses organized primarily from Group III students, but open to other students who have the time, have meant a revolution in terms of accomplishment. Now a student can complete in one year (or even less time) the amount of short-hand, bookkeeping, wood-work, machineshop work, etc., etc., which formerly, under the old order of things, he could not complete short of two or three years. All of the industrial departments—commercial, shops, art, domestic arts and sciences—are so organized. And further, the work is so handled as to be substantially individual, with the possibility of each student moving at his maximum speed. Directly ahead of the student is the position into which the school will not fit him until he is fully qualified.

An effort is made to give the student the related subjects and enough of general education so as to give him a rounded life. At present this is more ideal than practical, but it is a star at which we shoot.

A METHOD IN MOTIVATION INVOLVING NEWER TYPES OF TEACHING

Miss Hertha Schulze, Miss Helen Ballard, Mrs. Ouida Rudasell,
San Luis Obispo City Schools

TO THE victors belong the spoils!" To us, the "spoils" are somewhat vague and uncertain, as is usually the case in the teaching profession, but the victory is definite. We are victorious over ninety boys

In 1923-4 there were 123 students registered in this special group. At present we have 188 in the group. The percentage of failures is not yet evident, but apparently some interesting data is in store for us from this group.

d. Group IV. Part-time Students: There is little to be said in favor of a student being in school but four hours per week, but there is much to be said for the part-time situation if it results in many students becoming regular daily or half-day students. That is what has happened to a large degree under the Eureka Plan. It is one of the shining lights of the plan.

In 1922-3, before the Eureka Plan was organized, we had 196 part-time students. (No students, either part-time or otherwise, escape school in Eureka, due to a most efficient attendance system.) In 1923-4 we had a total of 166 part-time students. During the present school year we shall probably not exceed 125 part-timers. And this despite the fact that the regular school attendance has increased greatly and the community grown considerably. The truth is that the part-time students tend to become regular students because they find in the school the "rapid-fire" subjects that will qualify them for positions and an employment bureau active in their behalf.

III. The Future

For the purpose of studying the problems indicated above and for analyzing the data as the investigations proceed, an adult class has been organized which meets for one hour per week. That teachers and others in the community are interested in investigation and study is evidenced from the fact that some 60 adults are now in attendance in this class.

The various groups are being subjected to tests of various kinds with the objective of gathering further data that may be applied to the several problems. We believe that education can become a science.

and girls determined not to learn geography, or any other subject. Presented with a listless class, apparently with no power of concentration, no ability to learn from the printed page, and no interest in school work other

than a desire to play baseball, we, three teachers of the seventh grade of San Luis Obispo, were faced with what appeared a hopeless situation.

Our efforts to arouse enthusiasm in class work were a flat failure. Pictures and other outside material were regarded by the pupils with a dull and glassy eye. Topic work assigned by the teacher brought no results, for the pupils lacked the initiative to make the recitations thorough and interesting, and those who were forced to listen did so with utter boredom and retained nothing of what had been presented to them. At the end of the first semester, after taking stock by means of a few simple tests, we found that our pupils had made no progress whatsoever. They showed the same lack of understanding of the printed page, the same inability to concentrate, the same irresponsibility, and the same distasteful attitude toward their school work.

Teachers to Blame

Naturally among these ninety children, there were some who were bright and able, and who could have learned under almost any conditions. But our problem was with the majority. At a council of war we faced this problem seriously. Were these children mentally deficient, or were we to blame in our methods of presentation? By the Law of Averages it seemed more probable that we three teachers should be at fault than that ninety children, in three separate classes should be mentally deficient. We decided then and there to change our methods radically, and to teach by means of a combination of group method plus visualization. Fortunately, we were working under a broad-minded supervisor, who was willing to give us the free rein necessary for the completion of our plans.

Since geography seemed the subject most distasteful to the children, we decided to experiment first in that line. However, as will be shown, before we had gone far with that subject, we found that this plan of teaching had included almost every branch of the curriculum.

Map Making

At the time we were studying Europe. We agreed on the making of a large picture map as one branch of our study. We chose a small outline map, 1 foot by 9 3-5 inches for the children to enlarge. In class we discussed the size of the large picture map, and the pupils for the first time showed interest. After an excited debate, 10 feet by 8 feet were the dimensions chosen. Four children, two boys and two

girls, were selected from each class to draught a large map for each of their respective rooms. For two successive days the class wrestled with the ratio problems involved. With eagerness these otherwise "dull" pupils solved difficult and practical problems, enlarging the size of maps, rooms, desks, fields, and then gradually worked into the "Ratio and Proportion" problems in the arithmetic book.

The small outline map was divided into one-inch squares. Each of the four draughtsmen cut from a roll of heavy butcher's paper enough strips to make one-fourth of the large map. This, of course, involved an arithmetic problem similar to a carpeting example, allowing for lapping and a two-inch border. This problem was first solved by the four draughtsmen and then brought in to the class for verification. Other like problems were solved until every child understood the method of arriving at a correct answer.

They completed the draughting of the map, and so accurately that the four sections met perfectly, line for line. The ocean was then washed in with a suitable blue in water colors, the coast line outlined in India ink, and a one-inch border painted.

To strengthen the paper it was necessary to paste a backing of cheesecloth over the entire map. By this time the class eagerly attacked each new problem that arose with the greatest of interest, and in a very short time had found the yards of cheesecloth necessary to cover the back of the map.

Now, the problem was, how best to display this map, which proved heavy and unmanageable. Like other problems, it was solved by the class. Heavy twine was fastened to the boards and run over spools in such a manner that the whole could be raised or lowered without difficulty.

Intensive Study

We were now ready for the second phase of the work. Selecting some one country for study, the class was divided into groups, and each group given a particular phase of that country for intensive study, using the state text book as a basis for selection. Previous to this point we teachers had been preparing from both school and city libraries an elaborate list of references. Since these children had no idea of reference work, it was necessary, for the first lesson, to give the groups a complete list of the books they would use, pages required, and where these books were to be found. By gradual development of the child's power of initiative, and experience in reference work,

less and less help from the teacher was required. Lessons were given in the use of encyclopedias, indexes, and the card catalog in the city library. By degrees the children showed a proficiency in reference work surpassing that of some high school students in the same city. As they became more expert, they brought their own lists of books for comparison with those held by the teacher, and rarely was it necessary to make additions or corrections.

Such volumes as the pupils could take out of the libraries they brought to class and studied during silent reading period; others, they studied willingly at the library, afternoons and evenings. This, in itself, would be a great gain, but the children had, in addition, acquired a liking for reading that led them to seek out books and articles not actually required for the topic assigned. In other words, a habit of reading which in many cases would probably last a lifetime was developed through this phase of the work. It must be understood that this could not have been carried on had it not been for the helpful interest and cooperation of the city librarian.

Readings and Recitations

During the reading, each child took notes on whatever matter seemed pertinent to his subject. When finished, these notes were rearranged into form for oral reproduction. At first, the material presented to the class was somewhat incoherent, but by degrees the power of discrimination and selection was developed to such an extent that both class and teacher listened with eager interest.

The class knew that its only means of obtaining information concerning this special topic was from this recitation. Therefore, with maps before them, the children located each place mentioned, and took whatever notes were necessary to retain the information given. If a pupil was perplexed at any point, he rose by his seat and questioned the reciter, who answered to the best of his ability. This often lead to an exciting debate in which class and teacher took part. A pupil was allowed to bring to class any outside material, such as illustrations and any other matter to make his topic as interesting as possible.

The results of these oral recitations were almost startling. Not only did the reciters, through continued oral presentation, develop good stance, pose, and good delivery (brought about by the criticisms of the pupils themselves) but also the listeners developed their

power of concentration and quick, systematic note-taking.

Pictures

To make the study more graphic, lasting and interesting, each group was required to bring in such pictures, suitable to be pasted on the large map, as would best illustrate its particular assignment. Previously, the class had brought to school stacks of magazines, discarded geographies, and old books of travel. At least two geography periods had been devoted by the class to the cutting out of the common products—cows, sheep, corn, olives, fruit, and the like—such as might be needed for any country. These were filed in marked envelopes. Products for which it was difficult to find pictures (among which might be named hops, sugar beets and cuckoo clocks) were listed on the blackboard, and to the class as a whole was assigned the homework of finding as many of these pictures as was possible. These were also put on file. The group members were allowed to obtain the pictures they required from the files if possible, but otherwise, if necessary, find them at home, or from friends, or even draw and paint them themselves, as they must be presented to the class and pinned on the map at the close of the oral recitation. No punishment was necessary to secure the prompt presentation of the required pictures, as the displeasure of the class, whose chief delight was the development of the map, was keenly felt by the erring pupil.

We have mentioned the drawing and painting of certain required pictures. The map was on such a large scale that some very important features could not be shown through the medium of an ordinary picture. In overcoming this, the children oftentimes showed a surprising development of initiative and ingenuity. For instance, the importance of the wheat fields of the Black Earth Region could not be shown by a few sheaves of wheat.

The problem of the mountain systems was again solved separately by each class. Two classes used the cut mountains from pictures; one, cut and shaded mountains from grey drawing paper. The vast forests of northern Europe presented another problem for solution. There being a difficulty in finding enough pictures of trees to cover the space required, the combined efforts of the class were used in painting and cutting out both coniferous and broad-leaved trees.

Ideographs

As the study of the countries advanced, and the ingenuity and initiative of the children

developed with the full sway granted them, they took great delight in presenting in the form of pictures the ideas they had gained. Oxteams represented primitive methods of farming. A typical peasant woman, in bright colored clothes, stood for the peasantry of a nation, while miniature cathedrals and other famous buildings were carefully pasted in the proper spot. The capital of a country was by one class indicated by a tiny flag of the nation in colors.

Railroads, canals and rivers, being as important as coal and iron mines, should be made equally impressive to the eye of the child. Since all these features must be taken in at a glance from a distance, the map as a whole should be on the style of a poster. An artistic effect must be sacrificed if necessary to do so in order to make an impression on the child. Railroads in broad splashes of red ink are not works of art, but through them the child in the furthest seat can see at a glance the railroad center of a country.

Trade of a country is represented by outgoing and incoming ships placed above colored lines (a specific color for each general route), and the group to which this work is entrusted should by all means be composed of boys. They delight in it; and in the painting of these lines, the careful pasting of the ships—each prow pointing in the correct way, and the black smoke pouring out in the correct direction (who but a boy could do this?) and the neat printing below the vessel of the names of the products imported or exported, a large group of one's most mischievous boys can be kept happy and busy for many hours. The making of these routes is a good preparation for the study of a new country or for a review of a country already studied.

Summary

To summarize the concrete gains made by the children under this new method of teaching, at the close of the semester we found that:

1. The children took in school a keen interest which had hitherto been unknown to them. Their enthusiasm never waned, and was even caught by other classes. Eighth grade pupils whom we had taught the previous year reproached us with the question: "Why didn't we have this last year?" and sixth grade pupils often paid us visits, watching the growth

of the map and talking of the time when they, as seventh graders, would do likewise.

2. They had acquired a valuable knowledge in the use of reference books.

3. They had formed a much-needed habit of reading, and had progressed from juvenile text books to an understanding of adult works.

4. They had developed the ability to reproduce that which they had read in an interesting form.

5. Not only had they, through group study, acquired a thorough detailed knowledge of each country, but also, through visualization of the large map, learned that an important agricultural or industrial section does not end with the boundary line of a country, but is dependent upon natural features. They learned to look upon Europe as a whole, and not as a collection of numerous unrelated countries.

6. They had developed a sense of values in the process of the growth of the large picture map, realizing that the size of a country prohibited the showing of all products, and therefore choosing only those distinctive of or important to that country.

7. In addition to a comprehensive knowledge of European geography they had acquired an interest in numerous other branches of study.

We realize that none of the methods employed in this plan of teaching is fundamentally new. Every teacher in these modern days uses visualization through product maps and relief maps, group study, and topic recitations, but we feel that through dovetailing or an interlacing of these methods we have evolved a system maintaining and emphasizing the best points of each. It is well known that there are three means of learning, viz: through the spoken word, through visualization (either of the printed word or of representative pictures) and through motivation. Also, that while it is possible for some children to learn through all of these means, others learn through one or two of them only. By use of the work as outlined above, it is obvious that each child will be reached by one of the means, while many will be reached two or even three times. There is no need to dwell further upon the value of the written or spoken word in teaching, but these may fall flat when motivation is lacking. And this motivation, which is so difficult to handle in the upper grades, is, we feel, fostered by the creation of the picture map.

A SCHOOL OF LONG AGO

GEORGE F. BASS

This true account of a day in school long ago is of particular interest at this time when some critics of the modern school would have us believe that the schools of an earlier time were far superior to the modern school. Mr. Bass was a teacher and supervisor in the public schools of Indianapolis until he retired from service. His report is not only accurate but it shows clearly the limited educational opportunity which the "old time" schools provided.—Editor.

IT WAS in the fall of 1850 that I started to school at the tender age of five years. My home was about a half mile from the "little-red-schoolhouse" located at the "cross-roads" in the "Middle West." However, this particular house was not red at this time. If it ever had any paint of any kind, there was no evidence of it when I arrived.

My aunt, who was eleven years my senior, led me by the hand to school that morning. When we reached the school we found the scholars playing in the unfenced yard. The master had not yet come. It was customary then to call the pupils **scholars** regardless of how little they knew, and the teacher was called **master** whether he was master of the situation or not. However, this one **was** master. What he said or did went without question. He was very severe with the wrongdoer. The parents and grownups referred to him as "The Major."

The scholars were supposed to go into the house upon their arrival, as they came to school to study and not to play. Anyway, they must be in their seats studying when the master arrived. So they always had some one to watch for the coming of the master while the others played. He always wore a big stiff silk hat and a white shirt. He could be recognized by these from a quarter to a half mile away. As soon as the watcher saw him he would call out, "The master is coming." Then all "hooked" it into the house, grabbed their books and assumed the attitude of study.

The Master Arrives

When the master arrived at the door he took off his hat and bowed with great dignity. I was greatly awed. I was afraid to look up. However, I peeped out from under my eyebrows to see what was going on.

There was one thing that occurred on the playground before "books took up" that added greatly to my discomfort at this time. The big scholars gathered around me and discussed me and my relations to the master. I heard one say, "Ain't he little?" and another said, "I wonder what the master would do with a little feller like him. Do you suppose he would 'draw him up?'" Another said, "No, he would

not draw-up a little feller like him." I did not know what "draw-up" meant, but I made up my mind to follow my mother's parting advice, "Be a good boy and the Major will not hurt you." So I took no chances. I sat there looking at my book with my head bowed as if in profound study. I was in profound study but not of my book. I was wondering what was going to happen and whether I was being a good boy.

A Sorry Place

I never saw a sorrier-looking place than that school was. Every one looked serious—even sad; not a smile or a kindly look from anyone—not even the master. He was a great big man weighing over 200 pounds and he was not fat either—just big. He was a powerful man. All his teeth were double teeth (so they said), which is indicative of the kind of man he was physically. He could "handle" the big scholars, so he seldom had to do it. He was my father's last teacher and my first one.

My aunt sat on the bench behind the "writin'" desk just across the room from where I sat. I could see her face distinctly. She looked as bad as I felt, and so I got no consolation from her. I was scared. I was afraid of the master. I was uncomfortable physically and spiritually. I sat on a bench about twice as high as an ordinary stair-step and about three times as uncomfortable. It was a long bench in front of the "writin'" desk. The perpendicular front of this writing desk served as a back for the bench on which we little scholars sat. I was the "end man" next the fireplace and when the bad boys got to "scrouging" as they called it I was afraid they would shove me off on to the floor, and then the master might "draw me up." Why did they scrouge? Well, there was not much else that we could do.

All we had was the old Elementary Spelling Book and a "Thumb Paper" to put under our thumbs so we would not wear the book out when we held it, and we were supposed to hold it all the time except when we were saying our lessons to the master. He heard the big scholars say their lessons first, one at a time. There were only three classes—one in spelling just before dismissal in the forenoon and one be-

fore dismissal in the afternoon, and one in reading. None of the little scholars were in any of these classes. The only reading book was "The Old English Reader." I am not sure that this is the exact title, but I do remember that my father called it that. He said he read in it when he went to school to the Major. There was only one class in this reader in the school I attended.

"Saying" Lessons

The little scholars went to the master as he sat in his chair, one at a time, to "say" their lessons. When he was ready for a little fellow to come to him he tapped on his chair post with his pen-knife to call the attention of the little ones, and then he nodded at the one he wished to come. We were not called until all the big scholars had been heard, so it was late in the session when he got to us. We were very tired sitting on that uncomfortable bench with nothing to do but to study (?) and be good. Who wouldn't "scrouge" under these conditions!

When a big scholar found a sum he could not do, he went to the master with his book and slate told him he could not do that sum. All problems were called "sums" and were usually referred to as "them sums."

The master would take the pencil and slate and "do" that sum then and there, and if he failed, the scholar, when he got home, would say he "stalled" the master with one of "them sums" today. This was individual instruction, and sometimes business was so brisk in this line that there would be only about five minutes apiece left for the little ones. While the master was doing this sum the big scholar was supposed to be watching to see how it was done, and when the master handed him the slate and said, "Do you see?" he said "Yes, sir." I have wondered since what the scholar would have answered if the master had asked, "What do you see?"

While all this was going on the rest of the school was supposed to be studying their lessons. A mischievous scholar wanting to create the impression that he had been doing some hard studying left his seat and came to the master with his spelling book in hand and his index finger pointing to the word "phthisic," which he held before the master's face. The master said "tis-ic" and the scholar took his seat very quietly.

A B C's

At last my time came. I was the latest comer and the least scholar in the school. The

master tapped on his chair with that pen-knife and, catching my eye, beckoned me to come. I hesitated and he said "Come and say your lesson." I went with fear and trembling. He looked me over rather severely it seemed to me then. He took my book and laid it on his knee and with the blade of that knife he pointed to the letter A and said, "What is that?" I said in a weak, shaky voice, "That is A." He pointed to several letters in this manner and he soon concluded that I knew my a b c's, so he turned to the lesson in my book, the first line of which was as follows: "Ba, be, bi, bo, bu." He showed me that line and sent me to my seat to study it and be a good boy. I had some trouble in being a good boy, but I had more trouble in trying to study that lesson. How could a five-year-old study a lesson like that? Of course, I did not ask the master that question. I wonder what he would have said if I had asked it. I looked at the line studiously and said to myself, b-a, b-e, b-i, b-o, b-u.

After recess when he had heard the older ones again he gave me the signal to come to him and again I went with fear and trembling. My former interview had not inspired me with courage or confidence. He pointed to the letter "b" and said, "What is that?" And I said "That is b," and then he pointed to the letter "a," and I said, "That is a." He then asked "What does that spell?" I didn't know so I said to him, "What does that spell?" And he said, "That spells ba." And then I said, "That spells ba." Then without even the suggestion of a smile he said, "You say b-a ba." And I did. After we worked off the whole lesson after this fashion, with a little improvement on my part, he closed my book, and I looked him square in the face for I thought I had to do so, and he said "ba." I looked at him and timidly said "ba." He then said to me, "You spell ba." I said with fear and trembling, "You spell ba." And he did. After we had "bayed" a while at that lesson, he told me to go to my seat and study some more. I remember wondering what "ba" was, but I took no chances in asking questions. I just studied my lesson but it did not prove very interesting.

Department of Superintendence
Cincinnati
February 21-25, 1925

RECONSTRUCTION OF THE JUNIOR HIGH SCHOOL CURRICULUM IN LOS ANGELES*

MRS. SUSAN M. DORSEY,
Superintendent of Schools, Los Angeles

THE first great task of the present administration of the public schools of Los Angeles was to convince both junior and senior high school faculties that the function of the junior high school was not on the one hand to accelerate pupils, nor on the other to prepare pupils for the senior high school, but to organize and conduct a school which should meet the needs of students of the seventh, eighth and ninth year age, that would develop those abilities, attitudes, and habits that would find these children at the end of the junior high school years at that point in their general development where children of that age should be.

* * *

Los Angeles some three years ago began to build and equip in every junior high school shops which offer quite a variety of elementary manual instruction. This is all being done in a most conservative and cautious way. For some the work is prevocational and for others it is merely general training. Owing to a tremendous expansion in school population, Los Angeles cannot afford the elegance of some junior high school plants. In all shop buildings the simplicity of real shop conditions is emulated so far as possible always giving due attention to health requirements. In a few instances shops are being enlarged and adjusted to meet the needs of over-age, overgrown boys sent on from the elementary schools because they have exhausted the possibilities of the elementary school and can profit most by extended and more advanced manual training combined with academic instruction of a different type from that given in the one track course of the elementary school.

* * *

All must agree that the one thing needful for successful curriculum making in the junior high school is to determine first what this type of school should stand for. Doubtless all agree likewise that the junior high school should function as a transition unit in the school system co-ordinating with the elementary on the one hand and with the high school on the other, partaking to some extent in content, method and atmosphere of both types of schools; and

*Extracts from articles in the Chicago School Journal, September, 1924.

second, that it should have an atmosphere and purpose of its own, should, in fact, function distinctively as that school in which, through a more liberalizing training, the transition may be made effectively from the "self-centered mind of childhood to the socialized mind of adulthood."

* * *

Effort is concentrated this year on developing the social studies of the curriculum and the pre-vocational shop courses. Distinct progress is being made in both. To speak first of the social studies and some of the differences of opinion and difficulties attending the writing of this particular monograph: School law in California prescribes that civics and United States history shall be taught in the upper elementary grades. There has, however, developed a very general movement toward the use of community civics for the ninth year instead of Ancient History, or at least as an alternative.

Now, it so happens that one impelling reason for the organization of the junior high school was the fact of so much repetition of subject matter in successive years in elementary school. In the reorganization, therefore, it seems important to avoid the repetition of civics in successive junior high school years. The urge for community civics comes from those who feel that too much training in citizenship cannot be had, especially in view of the fact that many junior high school students leave at the end of the ninth year, and therefore miss the advanced citizenship training of the senior high school. Others believe that Ancient History taught in units that have socializing value has developing power quite unsurpassed and that the cultural contacts of this subject are highly educational. Still others substitute a sort of world history.

* * *

"Community Civics," by Howard Hill, is being used in the ninth year, while those desiring to elect Ancient History are being given that opportunity. A satisfactory course in social studies, one that shall unify geography, history, civics and occupations somewhat more than is now the case, remains to be accomplished, although no one is in doubt as to the large place these studies should have in every school, especially in view of the up-setting

conditions of the great war which have revealed weaknesses in our national character and in our moral relations that were not so apparent formerly.

* * *

Very special attention is being given to developing vocational courses. These vary greatly to meet the needs of localities, although there are some constants, such as food and clothing for girls, and woodshop and print shop for boys, the latter existing not primarily to make printers or to print forms for the Board of Education, but as an aid to school consciousness and as a factor in development of the school community through its paper and other forms of publicity. The print shop becomes, of course, as an valuable adjunct to the departments of English and art.

Five factors enter into the instruction in shop courses: a definite aim, actual participation in some home and community activity, occupational information, occupational observation, and common sense guidance and advice.

In some schools elementary electricity and automobile repairing are offered. There is thorough analysis in order of difficulty of the sorts of jobs boys may be expected to do satisfactorily, as: jobs involving body and radiator work, tire repair, chassis work, etc., etc. There follows a statement of what the boy should know in each type of repair. For instance, in the case of tires they should know why tires deteriorate; how to make simple repairs on the road; care of inner tube; best

kind of patch; why part should be cleaned before patching, etc., etc. Nothing makes a greater appeal to the boys who love the action and the experience of taking machines apart and putting them together. No city in the world has more automobiles proportionately than Los Angeles. Nowhere are traffic problems so complicated, all of which matters are taken up as a part of the automobile instruction.

In one of these schools there has existed for years a class in chef cookery. Numbers of boys have here received elementary training of a sufficiently thorough character to make it possible for them to qualify as junior workers on transcontinental diners.

* * *

Finally, we have not achieved in Los Angeles. We are, however, honestly trying to adjust education to the present-day needs of children of junior high school age. We believe that these children need a more sympathetic, liberalizing program than the one-track schedule of the old elementary school, one that opens up the riches of life for them to gaze upon, to explore and to appropriate. Whatever has been tested anywhere and found best, we are anxious to try in a sincere desire to improve the educational material and experience of our children. One thing we have fairly well learned, and that is that to get anywhere, we must have a goal. Objectives in education have become a real thing to us, not a panacea, but something as indispensable as a target to the marksman.

LANGE EPIGRAMS

Miss Rachel Markley of the English Department, Delano High School, was a student under Dr. Alexis F. Lange at the University of California. During these years she made careful notes of many of his epigrammatic utterances. We are greatly indebted to Miss Markley for the quotations given below.—Editor.

THE teacher may be mechanician, artisan, artist or creator.

* * *

Beggars, thieves, parasites, workers—the four classes.

* * *

You cannot make a life without a living.

* * *

Man is a sort of assistant chauffeur to the Almighty of the universe.

* * *

School is a miniature republic.

* * *

The practical thing may be the invisible thing—thought, broad outlook, imagination.

Education is to turn individuals into persons.

* * *

Too many speeches are a bag of bones handed to the audience with "Construct your own skeleton."

* * *

All science is only faith.

* * *

We know each other a great deal better than we know ourselves.

* * *

Science is one of the greatest means we have for the hastening of the Kingdom of God.

Language is a system of wireless telegraphy.

* * *

History is really the history of human civilization—the political is prominent, but that is not all of life.

* * *

Don't make a hash of a recitation.

* * *

We teach not subjects, but boys and girls.

* * *

Most people think of a word as a cake of soap so many inches by so many inches, instead of a system of wireless telegraphy.

* * *

What can I do with English to make the boys and girls grow?

* * *

The old idea was that the chief business of this world was to take out a fire insurance policy for the next world.

* * *

But subjects are not pills that only need to be applied.

* * *

After science is done you do not know what you want most to know.

* * *

What makes a block of marble art? What makes a poem art?

* * *

The language of an Alabama negro is just as correct as ours if it serves the purpose of growing and communication.

* * *

Linguistic bad manners are a handicap.

* * *

Why couldn't California be the modern Greece?

* * *

If taught properly, Latin can do anyone good.

Say "English Teacher," not "Teacher of English."

* * *

The Great Academic Superstition—That you can teach any subject you have mastered.

* * *

English teachers forget that students won't go through life with a pad in one hand and a pen in the other.

* * *

Language is spoken language.

* * *

Let us stop teaching spelling for 25 years.

* * *

When people say "When in Rome do as the Romans do," I say "When in Luna do as the lunatics do."

* * *

Teachers must cultivate a respectful attitude toward the pupils' language. Do not weed out, but prune and graft the child's language.

* * *

Trust in the future. Boys outgrow knickerbockers. Keep him growing.

* * *

A hundred years from now the world will be so bound up every human being will know what a railroad is and a postage stamp.

* * *

Chinese is the worst system of spelling and English is the next.

* * *

If our legislature had any historic sense, two-thirds of our lawmaking would never happen.

* * *

Is enumeration of ingredients equivalent to eating of the pudding? Just so—many literature teachers never serve the pudding.

POETRY—A NEGLECTED ART IN THE

PUBLIC SCHOOLS

ROY WALTER JAMES

Department of Agriculture, Long Beach City Schools

ALL OF the fine arts, the industrial arts, and many of the sciences have met with vigorous opposition when added to the curriculæ of the schools. People of position and achievement, as well as people of ignorance, have advocated the traditional "R's" as the only real necessity of the school curriculum as in the "good old days." Even now, from time to time, someone condemns the educational system on the grounds of its scattering its administration over too great a field, and insists that the industrial, domestic and fine

arts should be eliminated in preference to the elementary subjects of the past.

Evolution of Education

Education has adapted itself, of necessity, to a changing, advancing civilization, and shall continue to so adapt itself in the future. Though the narrow curriculum was sufficient for the past, on a par with the necessities of the times, such could never satisfy modern demands made on the individual in the present complex environment. As time goes on the

educational system embodies special training in more and more varieties of endeavor. An individual can choose subjects for which he has a natural inclination. In no previous civilization was this so fully made possible.

The inclined to farming may choose Agriculture for a major and all incidental arts and sciences. The mechanic may choose his specialty and all its related subjects. Others may study Music,—its appreciation and composition,—and receive special attention in classes of their chosen instrument, and in the orchestra and band. Others may choose Art in its aspects and branches.

How about Poetry? The individual with poetic inclination is neglected. This is a great injustice. He sees his fellow students with different talents receive special attention, special study, and special instruction by a special teacher, yet he himself is given no thought, no attention and no encouragement. He sees concerts staged by the music students to show what has been accomplished by their special training; he sees art exhibitions setting forth the work of fellow classmates, as a result of their special training—but he himself has no special instruction, and nothing to set forth—though his latent talent may be greater even than those of the other students. If he ever accomplishes anything, it is in spite of neglect by the state, the county, and the school system; his results are gained by self-teaching, perseverance, hard work, and without the guidance of the hand of the educational system.

A College of Poetry?

After graduating from general schools, other students have opportunity to follow up their specialty in higher schools, agricultural colleges, law schools, mechanical and electrical schools, medical schools, domestic science schools, music conservatories, art institutes; but where is there a poetry institute where talented students are taught how to be poets? Where is there a poetry college? What school system in the world requires the learning of poetic composition a certain number of hours every week? Every school system of any consequence in the country requires every student to have a certain number of hours a week which must be devoted to the study of music and art—but none require poetic composition.

Some might question such study on the grounds that we should not try to make poets of everybody and not require its study. Very true; but we are not trying to make musicians

of everyone, yet it is compulsory study! Neither are we trying to make artists of everybody, yet art is a compulsory study! The object of all of such study is to establish an appreciation, and at the same time give the specially gifted child a chance to make manifest his talent. Then others might protest such special study on the grounds that we have it already in literary study; but that can be denied absolutely. A few poems are read, true, but that is only on a par with the singing of a few songs, as of yore, when it was not yet a special study. Poetry appreciation is really more often entirely extinguished in more cases than it is intensified; for poetry is at times, even yet, given pupils to learn as punishment for wrongdoing. What could make a child hate a thing more?

Neglected Genius

Poetry is just as vital as music or art, but has been neglected. Is it because poets have not stepped forward and insisted that their art be taught as the musicians and artists have? Poets have, by circumstance, been forced to be self-taught; while the music student gets individual lessons on his favorite instrument, and the art student has his hours of study. The poetically inclined individual has no guidance, no assistance, no suggestions, no special teacher supplied by the school system. He must fight alone, study alone, and make less progress than if he received helpful supervision and special study.

It is not fair to the pupils for an educational system to show such partiality, for the pupils of one talent (art or music) and absolute neglect of those with another talent. Where is the school system to inaugurate the adding of poetic composition to its weekly program along with music and art? Where will the first poetry college or poetry conservatory be established for the student whose special inclination is poetry?

The poetic student must have training, and is as justly entitled to it as the student of music and art, or domestic, mechanical arts or sciences.

Cinderella

Poetry is the most lasting, most permanent of all the arts, and at present in our schools is most neglected. But in the future it shall be accorded its proper status on the curriculum, on programs side by side with music and art. Honor shall be due the schools which inaugurate poetic composition in their weekly programs, and to the state that first places it

in its required minimum essentials, side by side with music and art. When universally adopted in the country, another great stride

will have been gained by the educational system of America, for the advancement of democracy and the elevation of man.

MEMBERSHIP IN TEACHERS' ORGANIZATIONS

THROUGHOUT the country generally, effort is being made to bring all teachers into membership with local, state and national associations. Secretary Crabtree of the N. E. A. points out that it is unity of effort much more than the membership fee itself that lends to solidarity and professional progress. We are glad to reprint here two statements on the general topic of association membership, one by State Superintendent Thomas E. Johnson of Michigan and appearing in the October 24 issue of the Michigan Education Journal, the other by Superintendent Randall J. Condon of Cincinnati, appearing in the September issue of the Official Bulletin of the Cincinnati Teachers' Association.—Editor.

SUPT. CONDON'S MESSAGE

A YEAR ago I said to the President of the Cincinnati Teachers' Association: "I hope the time may come when I shall feel entirely free to say to the teachers of Cincinnati that I believe no one need hesitate to become a member, because the Association and its officers are working whole-heartedly for the professional improvement of the teachers and for the welfare of the schools, in loyal co-operation with those charged with administrative responsibility."

I have noted with increasing appreciation the growth of a spirit of good will and good understanding and helpful co-operation, and I do not feel justified in longer withholding that word of commendation.

I thoroughly believe in professional organizations of teachers—and that every teacher should belong to a local, state and national organization, both for her own sake and for the sake of the cause of public education.

A committee of the Educational Council of the Ohio State Teachers' Association is now at work on plans to help bring this to pass. I wish Cincinnati might take the lead in establishing a local educational association that would include every teacher, principal and other administrative officer in its membership; with every principal a member of the principals' section, and every teacher a member of the teachers' section; and with as many sections and sub-departments as may be necessary or desired in order to enlist the active participation of all teachers.

I am writing this just before leaving for a year of absence from the schools of Cincinnati, both to express my appreciation for the fine spirit of helpful co-operation, which the officers and members of the Cincinnati Teachers' Association have shown during the year that has

just come to a close; and to wish for the Association a place of increased usefulness to the schools of the city—in which its members shall share in personal benefits in exact proportion to the professional service which they render to the cause of education here and elsewhere.

May the coming year bring to your Association an increased membership; a fine spirit of fellowship; an eager seeking for the best things; and a willing service in all that makes for school and community welfare.

STATE SUPT. JOHNSON'S VIEWS

IHAVE been asked repeatedly in recent months why teachers' organizations exist. It is a pertinent question, because of the fact that teachers are urged to join the National Association, the State Association and their local clubs. One superintendent last year objected very strenuously to asking his teachers to join the various associations because he felt that they were not getting value received. This is a serious indictment if true, and one which very well challenges our attention. Are we getting value received? If not, why not?

In order to answer this question it is necessary to determine what we should be getting from these associations, or perhaps better, what they should mean to us. Is it a matter of receiving, or is it a matter of giving, or is it both? We know that in business the banker belongs to the Bankers' Association and the furniture man to the Furniture Dealers' Association. We know that the bricklayer is a member of his Union and the railroad engineer is a member of his Brotherhood. The farmer belongs to the Grange, the lawyer belongs to the several bar associations, the doctor to the medical associations, and the clergy-

man to the ministerial association. What benefits do they derive and what do they give as a result of such membership? The answer involves several things. A person in his profession (and teaching is a profession) must consider three factors: First, himself; second, his profession; and third, those whom his profession serves. This may not be in the right sequence but it involves the three groups to be judged.

Let us make this matter of organizations personal. What advantage do I personally derive? Several answers are immediately obvious:

1. Salary increases have largely come through the organization efforts;
2. Living conditions have been bettered;
3. Working conditions have been improved.

I have also profited because of the fact that teaching has been established as a profession, and its status as a profession has been improved. This benefit to the profession has unquestionably come largely through the activ-

ities of our various associations. The Teachers' Retirement Fund Law is a recognition of the part that teaching plays in the development of the state. It is a real recognition. As the profession has become recognized my own position has improved.

Do the children who come under my care benefit by such membership? I believe they do. They benefit by the higher standards which have come as a result of the recognition of teaching as a profession. They benefit because I am better trained than I would have been had it not been for this situation. They benefit because I am happier in my work as my profession improves. In fact, they benefit in so many ways that it would be impossible to enumerate them.

It costs very little to belong to these various organizations—\$2.00 to the National Association, \$2.00 to the State Association, and as a rule much less to the local club. From my own viewpoint as a teacher I know of no investment from which I get a greater return.

JOINT INSTITUTE OF SHASTA, TEHAMA, BUTTE, YUBA, SUTTER AND PLUMAS COUNTIES AND CITY OF CHICO

THE above named counties held a joint institute at Chico, October 22, 23 and 24, 1924. Mamie B. Lang, county superintendent of schools of Tehama County prepared the program and acted as chairman. Wednesday, at the joint session, Florence J. O'Brien welcomed the teachers of these various counties and delivered a very instructive address upon the retirement salary act and its possibilities. There were present 750 elementary teachers and 250 high school and teacher college people, thus making the total about one thousand.

Will C. Wood, state superintendent of public instruction, addressed the gathering in his most pleasing and instructive manner. Mr. Wood discussed very carefully recent advantages gained along educational lines and the next steps to be taken in California education. He pointed out the weakness of our present course with its 27 varied subjects, all of which might be taught under a dozen heads, thus saving time for the teacher and pupil and money for the tax payer. He also carefully pointed out that the school people were not responsible for these 27 subjects, but that the

legislatures and the voters of this state had written them upon the statute books. The question of retardation was thoroughly discussed by Mr. Wood and the teacher's responsibility along this line was clearly pointed out. It is amazing the amount of money that is lost through the retardation of pupils, a great deal of which could be eliminated if we would give more time and attention to its causes.

The growing cost of education was another phase of Mr. Wood's talk. He showed clearly where a great deal of money was being spent for adornments and exterior decorations that played little part in the general educational scheme. He closed with a general discussion of the new type of program the committee on the reorganization of the elementary school curriculum who are working under the leadership of Dr. Bagley of Columbia University, hoped to work out. The teachers received Mr. Wood with the usual whole-hearted applause and appreciation that always greets him when he appears in educational gatherings.

Dr. Virgil Dickson of the research department of the Oakland and Berkeley Public

Schools, gave a splendid address on "Standard Tests and Their Place in Modern Education." This was very much appreciated. He also gave a general course to the elementary teachers showing them how to handle the tests, how to use them in their own school rooms, and brought out the fact that if every test did not tend to better the teacher as well as the pupil, that it was practically of no value. Dr. Dickson also addressed the high school section on "Practical Uses of Standardized Tests." He was assisted in putting over this entire program by R. H. Rutledge, also of the Research Department of Oakland. The Chico High School is to be congratulated upon the splendid musical program which they rendered for the Wednesday general session.

Superintendent H. B. Wilson of Berkeley was the principal speaker at the general session Thursday. He delivered a splendid address on the subject, "Criticisms Against the Public School." The first criticism to be pointed out was the one so generally heard, that we are teaching too many subjects. He answered by saying, "We are teaching what the people of this state through their legislature require to be taught in the schools, and if we are to teach all the children sent to school, we need all the subjects to make the work interesting to the various ones who attend the public schools."

He also attacked the popular phrase that the schools today are not so good as those of former years. He presented facts and figures brought from the schools of Boston and Springfield which showed the work in spelling of the pupils in the eighth grade in the years 1905 and 1906 was 10.6 per cent more correct than was the work of the pupils of the ninth grade in 1846. In geography pupils of 1905 and 1906 were 13 per cent more accurate than the pupils 1846. In geography, pupils of 1905 and 1906 1905 and 1906 were 36 per cent more accurate than were the pupils of 1846.

He tested the children of Berkeley in the year 1919 with the same tests that had been given the pupils of 1846 and found that they were 74 per cent more efficient in a series of tests in various subjects than were the children of the same grade in a Boston school in 1846. The other criticisms were disposed of in the same masterful fashion. Superintendent Wilson also addressed the high school section along the lines of progress in education, as did also Hon. Will C. Wood, State Superintendent of Public Instruction.

The afternoons of Wednesday and Thursday

were given over to the study of reading, standard tests and writing. The group of elementary teachers was divided into three sections so that each might profit by the work given.

The work in reading was lead by Miss Clara Kaps, supervisor of reading, Teachers College, Chico, and Mrs. Grace Stanley, Commissioner of Elementary Schools. Miss Kaps handled primary reading, while Mrs. Stanley discussed interpretation of reading, also the project methods in reading, and reading with regard to its relation to all other subjects. The work of both instructors was well received and teachers felt that they had profited a great deal therefrom. Miss Mildred Moffett, representative of Zaner and Bloser Company, put over a splendid program in writing for which we feel greatly indebted to her.

The high school sections were in charge of A. C. Olney, commissioner of secondary schools, who certainly planned a splendid program for his high school section. Roy Simpson, of Anderson and F. B. Smith, of Biggs led in discussions. A splendid address upon the guidance of pupils by James Ferguson of Chico, brought forth a good deal of discussion.

Mr. J. E. Frazier of Live Oak, led in the discussion on the need of social science in high schools, and W. A. Godward McArthur led in the discussion of standardizing tests. Recommended legislation was presented by A. C. Olney, and the discussion of the same was led by E. C. Warren of Marysville.

A splendid address on agriculture teaching was given by R. J. Werner. The full day Friday was given to a health day program prepared by Dr. Stoltz, supervisor of physical education, and Miss Lois Stevens, health supervisor of Tehama County. William Hanlon, county superintendent of schools of Contra Costa County, in a splendid address, discussed health as an objective in education. Dr. Stoltz discussed health supervision and instruction for elementary schools. He also gave posture testing. Dr. William P. Lucas, of the University of California Hospital, San Francisco, discussed the relation of the physician to the school, and Dr. J. J. Sippy, director of San Joaquin Health District discussed the control of communicable diseases in school. Dr. Ellen Stadtmuller, director of the Department of Child Hygiene of the State Board of Health presented the pre-school health program. Miss Dora Savage, vice-principal of the Webster School in San Francisco, discussed health teaching in the class room.

The children of the Chico Elementary School furnished the health songs and health plays and the band from the Chico elementary schools furnished the music for the day.

Chico is to be congratulated upon her excellent band. They are second to none in all Northern California.

PROSPECTUS OF C. T. A. SECTION MEETINGS

SEVERAL sections of the California Teachers' Association are this year holding their annual sessions just preceding the holiday season.

The Southern Section meets at Los Angeles, December 17, 18, 19. On Monday and Tuesday, December 15 and 16, several counties and cities in the Southern Section hold individual institutes, the teachers later coming to Los Angeles for the large Association Meeting.

The Bay Section meets at San Francisco and Oakland on December 15, 16, 17, 18.

The Central Coast Section meets at Santa Cruz, the week of December 15.

The Central Section meets at Fresno November 24-26.

Information as to meetings and speakers is given below.

Speakers at C. T. A. Southern Section

Dr. Wallace Walter Atwood, President of Clark University. For many years he has been actively engaged in the United States Geographical Survey. He has written extensively for the Government and for various scientific and educational journals and has recently published a geography embodying new ideas in this field of study.

O. T. Corson has long been connected with the Editorial Department of the Ohio Educational Monthly. He has been President of the National Education Association. He has had a wide range of educational experience, beginning as a teacher of a country school and rising to State Commissioner of Education in Ohio from 1892 to 1898.

Dr. Ellwood P. Cubberley is Dean of the School of Education at Leland Stanford University. He has lectured extensively at several of our leading universities and has been director of school surveys in Portland, Ore., Salt Lake City and Oakland. Dr. Cubberley is author of a long list of important educational books, and is undoubtedly one of the chief authorities on school administration in the United States.

Arthur D. Dean achieved an outstanding reputation as professor of Vocational Education at Teachers' College, Columbia University

The Teachers' College furnished the music for Thursday's general session. We certainly are indebted to Miss Lennon, the Chico Teacher's College Orchestra and the Male Quartet, and the Girl's Glee Club of the Teachers College for a splendid music program upon this occasion.

MAMIE B. LANG.

and chief of the division of vocational schools in the New York State Education Department from 1908 to 1917. Dr. Dean is author of a number of books on Vocational Education. At present he is engaged in lecturing and in writing syndicated articles on educational themes for a group of leading newspapers of the United States.

J. A. Engleman is Superintendent of Schools at Terre Haute, Indiana. He has been a field secretary for the National Education Association.

Miss Florence M. Hale of the State Department of Education of Maine is acting as Agent for Rural Education in that State. Miss Hale has won a brilliant name for educational lectures and will bring to California her vital message dealing with Rural Education.

Osbourne McConathy is Professor of Music Methods and Director of the Department of Public School and Community Singing at Northwestern University at Evanston, Illinois. He is the author of the music text adopted by the State for use in California.

Dr. George D. Strayer is Professor of Educational Administration and Director of the Division of Field Studies in the Institute of Educational Research at Teachers' College, Columbia University. Dr. Strayer was President of the National Education Association, 1918-1919. He was Chairman of the famous N. E. A. commission on the Emergency in Education. He has been Director of Educational Surveys in many of our large cities. Dr. Strayer is an authority on educational administration and school finance. He is author of a variety of books on educational method and administration and is contributor to many educational journals. He is one of the most prominent men in the educational world today.

Other well known educational authorities to participate on the program are: Walter Miller, who is Professor of Latin in the University of Missouri and Dean of the Graduate School; Dr. Frederick I. Monsen, who is an explorer and lecturer of note; Adrian M. Newens, who is President of the University School of Music and Other Fine Arts at Lincoln, Nebraska;

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Dr. H. H. Newman, who is Dean of Colleges of Science, University of Chicago; Mrs. Nancy Schoonmaker, who is a writer and lecturer of note; Alfred M. Hitchcock, who is author of text books on English Composition; Dr. Ralph P. Truitt, who will conduct a symposium of the Child Guidance Clinic; Miss Emilie Whitcomb, who is Specialist in Home Economics, U. S. Bureau of Education, Washington, D. C.

In addition to this list of distinguished speakers, a representative group of California educators will deliver addresses. Notable among them are: Honorable Will C. Wood, State Superintendent of Public Instruction; Dr. Herbert R. Stoltz, State Supervisor of Physical Education; Mark Keppel, County Superintendent of Schools of Los Angeles and President of the California Council of Education; Vaughan MacCaughey, Regional Director of Boy Scouts; Miss Nellie Gier, Supervisors of Art, University of California, Southern Branch; Dr. Walter Dexter, President of Whittier College; Dr. F. H. Hart, University of California School of Education.

List of Speakers, C. T. A. Bay Section

The Bay Section and the Southern Section are co-operating in an interchange of speakers. Miss Hale, Dr. Strayer, and Dr. Atwood will bring their inspiring messages to the members of the Bay Section as well as to those of the Southern Section.

Beyond the list of speakers just given, the Bay Section will profit by the addresses of Frank W. Allen, who is Editor of the Illinois State Journal, and who delighted the audiences at the Southern Section meetings last year.

Superintendent Mark Keppel, President of the California Council of Education, will tell the story of the achievements of the Association during the past year.

Superintendent Cooper of Fresno, Superintendent Gwinn of San Francisco, Superintendent Hunter of Oakland, and Superintendent Wilson of Berkeley, will also be active participants in the program.

Program C. T. A. Central Coast Section

The Central Coast Section is co-operating with Southern and Bay Sections, and will have the advantage of the service of several prominent speakers from the lists above.

STANFORD UNIVERSITY

JOHN A. SELLARDS
Stanford University

DAVID Starr Jordan, the first President of Stanford, once remarked that "a university is a small and swiftly changing nation within itself." Our educational system is still in a state of evolution, and there is a rapid transformation from one academic generation to another. For the best results in education and public service, there must always be constant preparation for the needs of the future. This is particularly true in an institution such as Stanford University, which was founded in a new and comparatively undeveloped country. The great increase in population on the Pacific Coast has been a challenge to this institution for constant growth. Stanford is trying to keep pace with the progress of California and the West.

The University was opened 33 years ago, with a faculty of 15 professors. There was a widespread opinion that such an institution was not needed on the Pacific Coast. One of the leading New York papers stated that, "There is as much need for a University in California as there is in Switzerland for an asylum for decayed sea-captains." It was freely predicted that a faculty of 15 would lecture to empty halls. In spite of this unfavorable publicity, however, there were 465 students when the doors of the University were opened. From the very beginning there has been a steady and rapid increase in attendance, until now we have a student body of about 2,900, with a faculty of more than 300 members.

At the time of the foundation of the University it was planned to house and care for all the entering students. The influx was much greater than expected, and lack of financial resources has made it impossible to provide enough dormitories for the enlarging student body. At present less than one-half of the entire number are cared for in the dormitories of the University. There is every reason to provide such facilities for all who enter, especially with a student body limited in numbers. It will mean favorable living conditions for all at minimum cost. Moreover, a sense of loyalty and enthusiasm is developed when students are housed together, which can never be attained in institutions where the students have scattered to find rooms where they may. Living together makes for the "college spirit" which has a profound effect upon the development of the character of the students and the welfare of the University.

We are constantly seeking to provide better educational facilities, as well as improved housing conditions, for the present student body. Like most American universities, Stanford is still in the stage of acquiring the necessary "shell" for her educational plant. The damage to University structures by the earthquake of 1906 has greatly retarded our building progress. Certain departments have expanded with the years, libraries have increased, scientific collections have enlarged, until we have resorted to some surprising makeshift arrangements. The visitor who made a thorough inspection of the Stanford Quad would be amazed to find experimental work going on in basement excavations under the sidewalks, attic space reclaimed for additional office room; the Law Library so far outgrown its quarters that it has been scattered even to the basement of the Administration Building, and lecture halls in this department so inadequate that students receive their "Introduction to the Study of Law" amid the fossils of the Geology department.

Physical changes must come, too, if the University is to assume its full share of responsibility. As the original buildings are outgrown for one purpose, they can be adapted to other uses, but the development in certain fields of education makes it imperative to have larger and more suitable quarters. Scientific laboratories have gradually become insufficient for both instruction and research. Valuable scientific collections should be housed in adequate fire-proof structures. We have, for example, at Stanford, a collection of fishes which is recognized as the finest in the country. Apart from the contribution to scientific knowledge through this collection, it has a close relation to the general welfare. Stanford has contributed to investigations concerned with the conservation of fish which are of commercial importance to the state and the nation. As no other space is available, this collection is at present stored in the basement of a building which is not fire-proof. Equipment deteriorates, and must be constantly improved to keep up with the advances of science and knowledge.

No expansion in numbers can take place until resources are available to maintain existing standards, and there is no opportunity for development in additional fields of education until adequate provision is made for all existing departments. It is often asked why certain courses are not added to the curriculum at Stanford; why there is no department for

Architecture, why no School of Business Administration. These are recognized as pressing needs, and are obligations we will readily assume when additional endowment is provided for their support.

Just as the successful industrial corporation is continually in need of additional capital to increase production or extend its service, so does the great university need new funds to develop in usefulness and to assume its full obligations to the nation. This need for money proclaims the successful growth of the endowed university. Alive to responsibilities as a foundation for national service, and recognizing the opportunities to improve the quality and scope of its work, the University has a clear vision of its needs for the future. Unlike the State institutions, it cannot turn to the taxpayers, but expansion and development depend on the generous gifts of alumni and friends. Provided the funds are available, there will be no limit to the progress of Stanford, nor to the scope of the service she can render.

THE CALIFORNIA SCHOLARSHIP FEDERATION

BERTHA OLIVER, Los Angeles

THE California Scholarship Federation was established in October, 1921, under the leadership of Mr. Charles F. Seymour of the Long Beach High School, with 29 charter members. Today it consists of 85 chapters representing 85 Senior High Schools. These High Schools range geographically from Red Bluff on the North to Sweetwater on the South and are located in 30 counties. Any four-year secondary school or three-year senior secondary school which is accredited by the State University is eligible for membership.

The faculty members of the Federation look after the establishment and maintenance of eligibility standards. The Executive Board is elected by faculty delegates of the member schools at the annual meeting in October. The Student Branch has an annual banquet and conference during the Christmas holidays. This is a fine opportunity for the exchange of ideas between student leaders and a great source of inspiration. Some of the chapters are established wholly upon a curriculum basis, while others give credit for activities such as Editor or Manager of a School Publication, President of a school organization, winner of a prize essay, member of an interscholastic Athletic team.

The organization has adopted as a minimum standard that eight points of the total ten points required for student membership in a local chapter shall be in curriculum studies. Furthermore in any point system grades of I and II in curriculum studies shall rate in the proportion of 3 to 1 respectively. Thus the ideal of the Federation is not that all chapters should have the same requirements, but that it result in raising the present standards of scholarship in each member school, and that the highest type of scholarship in the end prevail. This will be possible with the Federation as a clearing house of ideals on scholarship and public service.

The official seal of the Federation is embossed upon the diplomas and college recommendations of those students who have maintained membership in a local chapter for a specified period which shall not be less than two-thirds of the total period of attendance. Students transferring from one federated school to another will have their records honored. Additional honors and awards are provided by the member schools. Those students who have been members of a chapter for two-thirds of their attendance are entitled during their senior year to wear the Federation pin.

One of the fine points in the plan of our Federation is that student membership in a chapter is determined on a basis of a term's or semester's work. Thus the student earns his membership as he goes through High School term by term. Each chapter will have all classes, seniors, eleventh, and tenth, represented in its membership. If a student falls below the standard one term he may redouble his efforts and succeed the next term.

The Federation is trying to emphasize the value of real scholarship, to encourage concentration, accuracy and thoroughness. So much publicity is given to athletics and student activities, why not to scholarship? The banquet this December is to be held at Pomona College. Our hosts in former years were Pasadena High School, Los Angeles High School and Long Beach High School.

EDUCATIONAL SPEAKS

J. W. McCLINTON,
Director, Better Schools League, Chicago

I AM EDUCATION. I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.

From out the deep shadows of the past I

come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air and sea; it is for him I leash the lightning, plumb the deep and shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science, and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I AM IRRESISTIBLE POWER.

SUCCESS

"It's doing your job the best you can
And being just to your fellow man;
It's making money but holding friends
And its staying true to your aims and ends.
It's figuring how and learning why
And looking forward and thinking high,
And dreaming a little and doing much;
It's keeping always in closest touch
With what is finest in word and deed;
It's daring blithely the field of chance
While making of labor a brave romance.
It's going onward, despite defeat
And fighting staunchly, but keeping sweet;
It's being clean and it's playing fair,
It's laughing lightly at dame Despair;
It's looking up at the stars above
And drinking deeply of life and love;
It's struggling on with the will to win,
And taking loss with a cheerful grin;
It's sharing sorrow, and work, and mirth
It's making better this good old earth;
It's serving, striving, through strain and stress
It's doing your noblest—that's success."

A most suggestive survey is now being conducted of the schools of New York City. William J. O'Shea, the superintendent, is asking all principals and supervisors to list opportunities for improvement in the public schools. They are also listing the "high spots" so that there may readily be known the advance positions that have been taken by the schools of the city. These will all be placed before the Survey Committee.



CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

STATE, DISTRICT AND FEDERATION ACTIVITIES

MRS. HUGH BRADFORD

THE state organization has begun the new school year with many activities. Already there is to our credit the formation of eighteen new Associations and a new Federation in the extreme north. It is in this Northern Section that Federations are most essential, for they serve as a connecting link to state work, and by the conferences give information and enthusiasm to each small Association. The new Federation is due to the work of Mrs. James Skee, who is doing active service in the extension of our work in the Fourteenth District.

The county superintendents, who know how to avail themselves of the opportunities afforded their schools by having the active support and cooperation of the parents, are not slow in asking for literature on "Why the P. T. A." and on how to organize.

These superintendents are realizing that if the rural schools are to reach the place they should now occupy, and give to the rural children special instructors and special supervision, they must have back of them the force and enthusiasm of the parents. And the parents are also awakening to the fact that where superintendents are not seeking co-operation from the homes they are neglecting to avail themselves of a big asset in school work. The teachers in the rural schools are for the most part open to suggestion, and the state P. T. A. is assured by most of the superintendents that they are suggesting organization of these rural P. T. A. So this year should bring results.

Considerable interest is being shown in the district meetings and conferences. The Sixth met this month at Salinas and had outlined a splendid day's work. The instruction for association leaders and members being given by chairmen and officers. Inspirational and instructive addresses were given by the State Chairman, Mrs. S. Wills, on "Pre-school Age Circles, and by our National Vice-President, Mrs. Edgar L. DeArman, and by our State Vice-President, Mrs. Robert L. Cardiff. Mrs. J. U. Bingham, President of the district, pre-

sided and was assisted by the local President, Mrs. O. P. Bardin, who is also District Chairman on High School Department.

The Third District met at Vallejo and had for its speakers Mr. Will C. Wood and "Annie Laurie." Their program was an evening of fine addresses and music, followed next day by reports and instruction. Mrs. John Gilpin, President, brought with her many delegates from the northern end of the district to attend the meeting.

Berkeley and Oakland Federations have recently held their reciprocity luncheons. It was not my good fortune to attend the Berkeley luncheon, but the Oakland luncheon was the largest ever held in California, I believe. About 1,000 men and women gathered in the Auditorium and were most interested in the splendid addresses of Mr. Will C. Wood, Fred C. Hunter and Rev. Harvey Miller. Mrs. Squires, President of the Federation, presided and introduced the speakers. Mr. Hunter and Mr. Wood both congratulated the P. T. A. on its fine work, and in particular on the support given the local bond issue. They both spoke on the future of the schools, one from the state point of view and one from the local. Mr. Miller brought out the idea of the great possibilities of the "impossible child." Greetings were given by the Mayor's office by Mr. Geo. Hatch of the Board of Education, by the Second District President, Mrs. Geo. Keil, and by the State President, Mrs. Hugh Bradford. The songs and music furnished by the McClymonds High Boys' Glee and the Oakland High Orchestra were splendid.

NEW DEPARTMENT OF MUSIC MISS GEORGIA E. SHROPSHIRE, Alhambra

IN ESTABLISHING a department of music under its plan for service, the California Congress of Parents and Teachers has taken a big stride forward. Much is being done in the public schools to bring into the life of every child the type of music which builds for a broader and finer type of citizenship. The establishment of this department bespeaks a growing interest in music on the part of par-

ents all over our state. Through this organization much can be done to make stronger the bonds between father and mother and boys and girls who are under their guidance.

In many ways, with so much in the way of public amusement, the child is losing much material from which pleasant memories of home are builded—the family "sings" with everyone from father to the baby taking his part in the fun. We, of this generation, have additional means to develop interest in the reproducing machine. It is now possible to hear the very best in the world's literature produced by the world's greatest artists in our own home. Why not institute some family memory contests. As Beethoven said, "popular music is music we know." Why not the school and home unite in making the best popular?

If you were to ask what is the great outstanding purpose of music in life, I should say it is development of soul power. It brings to humanity beauty in its highest and noblest form, increasing our happiness and fostering our spiritual life. Every mood of the human soul may be expressed through the medium of music. Music arouses aspirations deeper than speech can ever go and those who study it sincerely cannot but grow into bigger and better lives. It is hard to conceive of a coarse, brutal nature dwelling in the same body with an artistic, musical spirit. They are opposites and the music will help to dispell the grosser shades from the mind.

I know of no greater happiness than that experienced by the mother and the teacher who as a unit, work together and watch and guide the child in the unfolding of his musical possibilities.

RECREATION FACTS

MRS. W. H. MARSTON

State Chairman, Committee on Recreation,
Berkeley

"EACH age bequeaths to the next its wisdom, not its folly." Like all other progressive welfare movements, from the first the proof of playgrounds as a necessity of proper growth and development, has been slow. Some of the courageous ones that stood for the idea, devoting their interest and energy to showing the underlying meaning of Recreation, were often ridiculed by those who believed themselves to be practical, serious and level-headed.

The day has come when Physical Education, Playgrounds, and Recreation in general, are

acknowledged to have a proper place in the lives of children and adults; this, too, is sponsored by those who have given their lives to a study of what is worth while for a well balanced life. We now need only to carry this message to our teachers and parents, show them these conclusions, and interest trustees and voters to provide for opportunity for every one in their districts to gain the highest degree of wellbeing possible, by change, by amusement of all wholesome kinds; by developing avocations, and best of all by participating in real human community life and appreciation of the best that the world of today has produced from the efforts of our predecessors, especially during the past four hundred years.

There is good inquiry these days for publicity and addresses, for information of the Why and How of Recreation. With a good supply available of printed material and magazine articles, none need to blunder into early mistakes, or to lack proper material or supervision.

Stories of how other places have produced new contests or reproduced old time favorites make interesting reading and prompt us to go and do likewise. Notice the croquet contests, the barnyard golf, the pushmobile races, the tournaments of checkers and new games of dominos, doll buggy parades, hobbyhorse polo, sailboat demonstrations, roller skating races, kite flying contests, harvest festivals.

So get together for a jolly community dinner or supper, have some short speeches and put your machinery in order with active committees to see what can be done in your vicinity. Others have succeeded, so of course you can do it, too.

Does your mind or body really need a rest, or does it need a tonic? Are you getting dull and stodgy? Don't leave your play to chance. If you would enjoy your work, take time to play. Share in the play of life of those in the 'teen age, and do not fear loss of dignity when playing as one of them. See that our coming citizens have due opportunity, and the near future will rejoice you in its results in good citizenship and happiness and usefulness; in a fuller and broader and richer life.

N. E. A.
Indianapolis
1925



FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

Over the Top

(The following letter, dated November 5, from the Principal of the Calwa City Schools will be of interest to many throughout the State. Other schools are at this time writing memberships in the C. T. A. and in many places the membership is 100 per cent.—Editor).

MY DEAR Mr. Chamberlain:

Calwa School went over the top in the matter of C. T. A. membership this morning in just thirty minutes or the amount of time required to visit the various rooms and make out the necessary receipts.

Looking forward to seeing you at Institute, I am, Very truly yours,

C. J. APPLING.

Objects to Teaching Evolution

(The following is an exact reproduction of a letter recently received. With the letter was enclosed a bulletin or tract entitled "Why I am not an Evolutionist," by George McCready Price, published by the Pacific Press Publishing Association, Mountain View, California.—Editor).

MR. A. H. Chamberlain.

My dear sir:

I notice in the September "News" a protest, by some, of having text books, which teach evolution, cast out of our public schools. Why should intelligent teachers want to try to teach evolutionary theories since the supposedly greatest scientists holding them teach theories diametrically opposed to one another, and since recent discoveries disprove many of their theories. The more these theories are taught, the more distrust and unbelief in God, man, or anything else will be instilled into the minds of the rising generation.

I am a teacher of wide experience, and a patron of the public schools; and I find that the majority of parents do not want their pupils taught the doubtful theories of evolution.

Very respectfully yours,
Rescue, California. T. A. FLECK

Printing in Chino High School

DEAR Mr. Editor:

We have had a course in printing in the Chino schools for three years. Last year 100 pupils took the work, 75 per cent of whom were from the seventh, eighth and ninth grades. It is a live subject in our school, the youngsters being deeply interested in it. We publish a weekly school paper and issue the annual "El Chasqui," both of which are meritorious pieces of work. Besides these two publications all the stationery, reports, etc., for the school executives is

produced by the printing class. All this interests the pupils and they feel they have a responsibility and are helping to put the thing over. It works for co-operation and increases school spirit very much. It correlates with spelling, English, grammar, history, and almost every other subject, and helps to fix them in the students minds.

ARVINE S. DUNN,
Printing Instructor, Chino High School.

Burt O. Kinney

(We are glad to have this appreciation from Miss Everett. Thousands of people were saddened on learning of the passing of Burt O. Kinney. For years we were closely associated with him. We served as fellow members upon the County Board of Education of Los Angeles County and in this connection also we learned to value him as teacher, executive, man and associate. Mr. Kinney honored the profession of teaching.—Editor).

MANY loyal friends in the educational world and numerous associates in the business and professional field mourn the sudden death, October 17th, of Burt O. Kinney of Hollywood, struck by a street car or automobile on October 15th. He never recovered consciousness. For many years a teacher, Mr. Kinney was known throughout the State for his kindly interest, his splendid teaching ability, his high ideals and broad vision.

As an executive,—vice-president of Los Angeles High School, principal of Lincoln High School, principal of the High School at South Pasadena, he was distinguished for his keen foresightedness, the loyalty to inspire in pupils and teachers, and his wonderful self-sacrificing spirit. It may be truly said that "he worked for the good of the cause." Mr. Kinney's effect on the educational life of California has been widespread and both pupils and teachers came to pay the last silent tribute to a truly good man.

For some years past Mr. Kinney had practiced optometry with great success, specializing on improving the vision of children. A school man who is successful in another professional field and who yet holds the interest of education and humanity close to heart and who develops an allied interest, is rare. Seldom has a man played his part more unselfishly. As one of Mr. Kinney's brightest pupils said, "his sympathy was unbounded, his influence far reaching." One of his former teachers stated that "no man ever inspired more loyalty." Another prominent educator remarked "he endured much, hoped for much, loved much, understood and appreciated much. He played a big silent game." Los Angeles. EDITH EVERETT

EDUCATION BY RADIO

TO City and County Superintendents of Schools and Rural Supervisors:

You have all received notice regarding the plan of the State Department of Education for sending out special work over the radio, beginning November 3. In order that the work may be of direct help to the schools it has been decided that it would be well to consider, in addition to the musical programs, a special study following two lines,—one covering California history, and the other geographical topics. It has been suggested for the geographical topic that we make a study of the rivers of the world, recognizing the fact that the teachers who are dealing with the children are the ones who are best qualified to present the material. We are asking the co-operation of superintendents and supervisors to encourage every teacher to work up special lessons for presentation to the children of the state on the great rivers of the world.

The rivers which will be studied this year are the Mississippi, Missouri, Hudson, Colorado, Columbia, Sacramento, St. Lawrence, Yukon, Amazon, Orinoco, La Platte, Ganges, Congo, Nile, Euphrates, Danube, Rhine, Rhone, Volga, Thames, Yang-Tse-Kiang,—all of them rich in history. The lessons should be worked up covering the following points.

- Size.
- Location.
- History.
- Commercial Use.
- Life Within and on the Banks.
- Artistic Interpretations.
- Spiritual Significance.

Lessons should be prepared and submitted to supervisors or superintendents, who will then select the best of those presented to be filed with commissioner of elementary schools. The best lessons will then be broadcasted by someone who has a good carrying voice to the children of the state. In this way it will be possible to make available for every child, no matter how remote he may be, the work of the best teachers which the state can afford.

As soon as possible a complete program will be sent out to the superintendents and to the teachers through the educational journals, so that the schools may be prepared in advance for the lessons and talks to be given. It is hoped that the work to be given will be interesting and simple enough so that practically all children can enjoy listening to the radio, and, at the same time, suggestive enough for work to occupy the most talented children. The co-operation of every superintendent and every teacher in the state to make this work a success is needed.

It would appear that one of the most important things to be given immediate attention is the matter of securing the proper kind of instruments for receiving. Inasmuch as the building of radio sets is in itself an educational activity, and since in almost all communities there are boys who have a very excellent working knowledge of the principles of radio, it would seem advisable for superintendents, principals, and teachers to consult with the boys in their classes regarding the installation

of receiving sets. It might be a good idea to borrow a receiving set at first from someone who already has one. In talking the matter over with the boys, try to determine the localities in the state that are best adapted for receiving, so that the schools that try out this plan may have the most favorable conditions under which to work. Will you report to me any localities which are not getting good returns, so that we may have a radio map of the state?

The following is a tentative outline of the programs that will be broadcasted over the radio during the year for the benefit of the elementary schools of the state:

1. Opening Address, Vikings of the Pacific.
2. Indian Stories, Story of the Sacramento River.
3. Story of the Mission Fathers, Story of the Colorado River.
4. Thanksgiving Program.
5. The Russians, Story of the Columbia River.
6. Christmas Program.
7. The Pathfinders, Mississippi-Missouri Rivers.
8. The Covered Wagons, Hudson River.
9. Discovery of Gold, Yukon River.
10. The Argonauts, St. Lawrence River.
11. Around the Horn and Across Panama, Amazon River.
12. California in Verse and Story, Orinoco River.

In addition to the above mentioned topics there will be splendid music furnished with each program.

Upon investigation it was found that broadcasting from Oakland would not be sufficient, and so arrangements have been made for broadcasting from KNX in Los Angeles every Tuesday morning, and from KMJ in Fresno every Wednesday morning, in addition to broadcasting from KGO in Oakland every Monday morning, at 9 am. The same topics will be followed in all stations, but the speakers will be taken from the various localities.

Sincerely yours,

GRACE C. STANLEY,
Commissioner of Elementary Schools.

College by radio was inaugurated by New York University on the evening of October 6. It is planned to give lectures every evening during the academic year except on Saturdays and Sunday. Dr. Elmer Ellsworth Brown, chancellor of the university, opened the course with an introductory address. Brief speeches were made by General James H. Harbord, president of the Radio Corporation of America, and Professor Charles Gray Shaw, of the department of philosophy, and a musical program was given by Dr. Albert Stoessel, head of the music department. It is planned to devote each week to a different subject.

The Educational Institute of Scotland will be the host of the World Federation of Teachers' Associations next July in Edinburgh Scotland. The Scottish organization has 35,000 teacher members, while the federation represents organizations numbering in the aggregate more than a million.



EDUCATIONAL LITERATURE

The Idaho Peace Plan

A SIXTEEN-PAGE brochure, from the pen of C. B. Brannon, Buhl, Idaho, proposes eleven planks in a platform for world peace. The author "challenges any man in the world to produce a plan that will go farther toward bringing peace, contentment, and settled business conditions, and preventing war."

Brannon's eleventh and last plank is interesting to school people. "All governments should require their school children from the eighth grade up to study the doings of their law makers and law enforcers, also the functioning of the World Court."

The Teaching of the Classics

THE initial report has been made by the American Classical League, of its findings on the teaching of the classics in America. The investigation, costing \$125,000, was financed by the General Education Board. Through regional committees 8,500 teachers and 1,300 secondary schools were enlisted in the survey. 750,000 individual tests were given; 150,000 pupils were reached.

The following is a digest of the first section of the report, which deals with the extent to which the classics are studied in the United States today:

The total enrollment in Latin in the secondary schools of the country for the year 1923-1924 was 940,000, slightly in excess of the combined enrollment in all other foreign languages. It is approximately 27.5 per cent of the total enrollment of pupils in all secondary schools, including the seventh and eighth grades of junior high schools, or 30 per cent if these grades are not included. The enrollment in Greek is only about 11,000. About 83 per cent of the 20,500 secondary schools of the country offer instruction in one or more foreign languages. Of this number 94 per cent offer Latin. The number offering four years of Latin is more than double the number offering three years of French, four years being the ordinary maximum time given to Latin and three years the ordinary maximum time given to French.

There are approximately 22,500 teachers of Latin in the secondary schools of the country. More than 25 per cent of these teachers have had less than eight years of schooling beyond the elementary grades, 25 per cent have not studied Latin beyond the secondary school stage, and only slightly over 25 per cent have studied Greek — half of this number not beyond the secondary school stage. The Latin enrollment in the colleges of the country in 1923-1924 was approximately 40,000 and the Greek enrollment about 16,000.

Thirty-nine of the forty-eight state superintendents of public instruction state that their attitude toward Latin is sympathetic or distinct-

ly friendly. Seven express themselves as neutral ly. As regards Greek, eight are sympathetic or distinctly friendly, twenty-four are neutral and sixteen are unsympathetic or distinctly un friendly.

New Research Bulletin

FACTS on the Public School Curriculum is the title of a new research bulletin recently issued by the N. E. A. These research bulletins are to comprise an extremely valuable series and should be known to and used by school workers everywhere. They are of high importance in interpreting school affairs to the general public, and afford powerful arguments against those who make ignorant and careless criticisms. The N. E. A. deserves large credit and support for its research work. The present bulletin covers the following topics:

1. Shaping the Nation's Growth Through the Public School Curriculum.
2. Statutory and State Board of Education Requirements Relative to Elementary School Curricula.
3. Facts on Time Allotments for Subjects in Elementary Schools and Junior High Schools.
4. Vote of Expert Opinion on Most Helpful Books Dealing with Curriculum Problems, together with Selected Annotated Bibliograph.
5. New Courses of Study for Old.

"The Curriculum of the Public School," states Secretary J. W. Crabtree in the foreword, "during the past generation has been in a state of rapid evolution which is still in process. Hundreds of school systems are revising their curricula.

"As this work continues discordant voices arise. One deplores 'the movement to break away from the hard and fast curriculum of classical studies and to meet the multiform educational demands of the new industrial order.' Another demands that we close the school doors to all but the few at an early age so that 'the mounting cost of education may be stayed.' Others tell us the schools are implanting 'a spirit of lawlessness in those who come under their influence.' Still others say the schools are running to 'fads and frills,' and straightway fall to quarreling as to what is meant by 'fads and frills.'

These are the voices of false prophets. They have been with us from the beginning of public school history. Their destructive criticism must not be allowed to interfere with the school's great work. The facility which the American public school has shown in adjusting itself to a rapidly developing civilization is its greatest virtue. A static school is useless in a dynamic civilization. He who commands the school to stand still while civilization moves on would relegate the public school to a place of insignificance.

"If an efficient school system can be maintained for less money, well and good. If it re-

quires more, the nation can well afford it. We are spending many times the cost of the schools for purposes of infinitely less importance to the nation's welfare than is a sound system of public education.

"In this Bulletin has been concentrated current information concerning the public school curriculum. It is of the type that will be of practical value to the hundreds of school systems now revising their curricula. It is hoped that it will be an aid to those grappling with the problem of evolving a curriculum of maximum potency in producing a citizenry that is physically, intellectually, and morally sound."

The Greatest Needs of Public Education

A STIMULATING and helpful survey of public school needs has been conducted recently by the American Educational Digest. Prominent school people throughout America have been asked to state their views as to the supreme needs of the schools. The following is a summary of all suggestions as they have so far appeared:

1. More effective program of character training.
2. Better understanding of standards of attainment and of scientific means of determining progress in relation to these standards.
3. Improving teachers in service.
4. Adequate salary schedule.
5. Junior high schools.
6. Guidance in all student activities and equality of opportunity.
7. Better understanding between school executives and boards of education.
8. Training executives for school administrative positions.
9. Adequate financial support.
10. Reorganization of our schools to secure more economical and efficient management.
11. Reorganization of school curricula to meet modern demands.
12. Reorganization of high schools so that the needs among groups other than the college preparatory shall be served.
13. Reorganization of curricula so that social and citizenship values as well as ethical and character outcomes shall receive emphasis.
14. Administering each unit of public education as a cooperative function and not as an exclusive one.
15. Selling the schools to the people.
16. Making the school more nearly fit the capacity, environment and needs of the pupils.
17. Setting right standards of individual and national conduct.
18. Classification of pupils according to intelligence.
19. Teaching patriotism and support of the Constitution.
20. Teaching health practices.
21. A practical and definite plan of teaching.
22. Revision of the statutory organizations and control of the educational system to prevent selfish interests from controlling the school policies to their own ends.
23. Keeping the public informed as to what the schools are actually doing.

Our World Today and Yesterday. A history of modern civilization. By James Harvey Robinson and Emma Peters Smith, with the collaboration of James Henry Breasted. 650 p. profusely illustrated. 26 double page maps. Ginn & Company. \$2.12.

During the past decade history, like everything else in human life, has been revolutionized. The point of view of the modern history is that of Man as a racial unity. The authors of the admirable text now under review have vividly presented the great drama of the ascent of humanity. The world problems of today are well portrayed.

The volume comprises seven books, beginning with the life of early man and concluding with the story of modern Russia and of the British labor party. The illustrations are of distinct educational value. For example, on page 615 is a diagram showing how most of our taxes have gone for war. There are excellent pictures of Lenin, Ramsay MacDonald, Woodrow Wilson and other great national heroes. The maps are of superior quality and with well prepared guides, exercises and questions.

Junior High School Mathematics, First Course, Revised Edition. By William Ledley Vosburgh, Frederick William Gentleman, and Jasper O. Hessler. 228 p. il. Macmillan Company. 1924.

The course of which this text is a member is based, according to the authors, upon the following propositions:

1. That instruction in mathematics in the seventh school year of necessity must begin at the point which standard tests have shown that the pupil has reached as a result of the work in arithmetic of the first six grades.
2. That such tests show that the pupil has acquired an automatic mastery of certain number facts, a knowledge of how the four processes with integers and fractions are performed, and a limited acquaintance with the facts and relations of the commonly used denominative units.
3. That the course in mathematics in the junior high school should be of such content that it will bring the pupil in contact with adult activities which lend themselves to mathematical interpretation and will afford him an opportunity for the exercise of his mathematical powers.
4. That the course in mathematics should be so administered that the pupil becomes habituated to the standards of the business world; that is, since the computer must assume the responsibility for the correctness of his computations, he must always, by check or by estimates, or by both, satisfy himself of the correctness of his work before it leaves his hands.

This text well exemplifies the reorganization of the mathematics curriculum in accordance with the reorganization of the entire public school system.

Principles of Education. By J. Crosby Chapman and George S. Counts. 645 p. Houghton Mifflin Company. 1924. \$2.75.

Professor Elwood P. Cubberley of Stanford University is the distinguished editor of the Riverside textbooks in education, of which this is the latest member. Chapman and Counts,

both professors in Yale University, have produced a substantial and scholarly handbook that undoubtedly will have wide use.

Four great questions are propounded and comprise the four major divisions of the text.

1. What is the place of education in individual and social life?
2. What are the psychological foundations of education?
3. What are the sociological foundations of education?
4. What principles govern the conduct of the school?

All of the chapters are excellent and valuable and any selection is difficult. The reviewer was perhaps particularly interested in Chapter 25, which considers the problem "How should society support and control education." The appendices cover suggestions for the use of this text in instruction and suggestions for further reading.

Second French Book. By Jacob Greenberg. 303 p. il. Charles E. Merrill Company. 1924.

Mr. Greenberg is director of French languages in junior high schools, New York City, and instructor in methods of teaching the romance languages, school of education of the College of the City of New York. His experience well fits him for the preparation of a series of French readers. The "Second French Book" includes use of the subjunctive, the infinitive, the article, prepositions, irregular verbs and the most common idioms. It is also suitable for a reference grammar for second and third year high school work.

The volume is attractively arranged, with a number of full page plates. Abundant material is provided for oral practice. The conversational exercises are given as dialogues and in the form of letters dealing with every-day topics. The appendices include good grammatical summaries and French-English and English-French vocabularies.

The Modern School Readers. By Ruth Thompson and H. B. Wilson, Superintendent of Schools, Berkeley. Harr Wagner Publishing company. Primer, 80 pages, 65 cents; Book One, 150 pages, 70 cents; Book Two, 158 pages, 75 cents; Book Three, 213 pages, 75 cents. Books Four, Five and Six in preparation.

Here is a socialized series of readers, with carefully selected material adapted to the children's interests. The contents are especially well selected and balanced. The selections used are drawn from the world's best literature. The books are so graded as to facilitate the mastery of the mechanics of reading. The colored illustrations throughout the series are of unusual merit. They will interest children from the simple fact that they are "action" pictures. Many helpful suggestions for the guidance of teachers are given in the back of the several books of the series. Both the word lists and suggestions will be helpful to teachers in planning their work.

Back of the series is the wide experience of the authors. Miss Thompson is both trained teacher and writer. She is the author of a number of charming books, among them "Comrades of the Desert" and "Our Neighbors Near

and Far." Superintendent Wilson, as school administrator, lecturer and author, has had an unusual background of experience, that shows in the preparation of these readers.

The Atlantic Book of Junior Plays. Edited, with introduction by Charles Swain Thomas, lecturer on the teaching of English, Harvard University. The Atlantic Monthly Press. Pages 320.

This is another of the excellent books being issued from time to time from The Atlantic Monthly Press. The Atlantic Book of Modern Plays is well known. This more recent volume of junior plays is designed for readers somewhat younger than the upper high school or college years. In presenting this book, attention has been given the fact of the many types of interest displayed by pupils in the grades or high school. It is also the thought of the editor that the plays here presented will actually be taken hold of and acted by the young people. However, the reading quality of the dramatic selections has also been considered. One can hardly pick up the book without turning to some play that would secure the interest of either student or parent in the home. The volume should be well received.

Book of Letters for Young People. By Stella Stewart Carter, chairman of the Department of English, Walton Junior High School, New York City, and Lillian Margaret Saul. The Century Company. Pages 219. Price 85 cents.

The authors have here brought together a series of 56 letters, all examples of good English and ranging from the serious to the humorous. Knowing the dislike in the minds of many pupils for composition writing, the authors have felt that suggestions would be offered in these letters that will be of real value.

There is something personal about a letter. The writer puts himself into his theme in a way in which he frequently does not appear in other forms of writing. This book will be an aid not only to the use of good English but in the art of letter writing. Accompanying the letters there are brief biographies of each author. Among the authors represented are authorities of no less note than Huxley, Thackeray, James Russell Lowell, Benjamin Franklin, William James, Henry Van Dyke and other notables.

Journeys in Distant Lands. By Harlan H. Burrows, chairman of the Department of Geography, University of Chicago, and Edith Putnam Parker, assistant professor of the teaching of geography, the School of Education, University of Chicago. Silver Burdett & Company. Pages 152.

This geography deals with the relationships between man and his natural environment. Not only is the material wisely selected and carefully graded but the form of expression is also adapted to the ability of the student in whose hands it is expected the book will be placed.

"Journeys in Distant Lands" is the first of a two-book series. It is the claim of the authors that the arrangements of the pictures, maps and reading matter is based on the findings of the most recent educational experiments. The type is readable, the photographs and maps of high quality and the press work most admirable. One of the features of the book is the selection and arrangement of the pictures, most of which

have a distinct teaching value, and are so placed as to be of greatest use in amplifying the text. There are testing, checking and application exercises and review suggestions that will prove of value.

Graded Outlines in Hygiene, Book Two. By Walter Frank Cobb, director of the Department of Physical Education and Hygiene, Board of Education, Baltimore. World Book Company. Pages 387. Price \$2.00

This is a companion volume to Book One already reviewed in these columns. The book follows the general plan of its predecessor and is designed to complete a series on graded outlines in hygiene. As the first book covers the first three years, so this volume is intended for the second three years.

In the matter dealing with each of the years covered for the fifth and sixth, there are general suggestions for the first term and the second term. In the fourth year, particular attention is given the Enemies of the Body and Defenses of the Body; in the fifth year, the Motor Forces of the Body and Hygiene of the Vital Forces; the sixth year, Sense Organs of the Body and the Laboratories of the Body. In the appendix are found tables of weight, height and age. There is a bibliography of selected books.

The Childhood of Greece. By L. Lamprey. 304 p. il. Little Brown & Company. 1924.

No more beautiful spirit has ever come into the tangled web of human history than the spirit of Greece. Great is the indebtedness of the modern world to the genius of Greece. Immortal shall be those influences, those heroic stories, those God-like men and women. Poor is the child who grows up without glimpsing the fairy land of ancient Greece. Rich and lucky is the child whose spirit is saturated with those marvelous tales of the good, the true and the beautiful.

Theseus, Minos, Aeneus, Hellene, Medea, Daedalus, Ariadne,—these are glorious names from a glorious period. "The Childhood of Greece" is a collection of stories centering around Theseus and the Cretan sea kings. The tales are well written, in good literary style and with a richness of pictorial detail.

Roman Tales Retold. By Walter Alison Edwards, head of the Classical Department, Los Angeles High School. Scott, Foresman & Company. Pages 77. Price 60 cents

This volume in the Lake Classical Series is prepared by one who is thoroughly at home with the materials with which he deals. Himself a superior teacher and educator of prominence, he is also one of the best classical students in the country today, knowing not only the elementary and secondary school periods but the college as well and understanding thoroughly mind psychology. Dr. Edwards has been able to present a book of real value.

The author realizes that much reading and language work is necessary in the mastery of any foreign language. Those selections of Latin literature presented in the book are such as to hold the attention rather than detract from the object for which the book is written. As showing the understanding of the author as to the action of the mind, we quote but one sentence

from his preface. He says in speaking of the student who is attempting a foreign language, "the more rapidly he reads, the nearer does he approach the normal attitude toward any passage of literature, which is that of one who apprehends the thought, not of one who is concerned most of the time with forms and rules of syntax. Moreover, a natural and keen interest is possible only as one advances down the page and follows the development of thought or story instead of lingering long on the intricacies of a single sentence."

The author with a realizing sense of the fact that there is little in Latin literature that is of itself adapted to beginners, has succeeded admirably in so simplifying selections from various Latin authors as to make them understandable and interesting to the young mind. His supplemental material is especially valuable.

Farm Economics, Management and Distribution. By Frank App, Professor of Agriculture and Economics, Rutgers College and New Jersey State University. J. B. Lippincott Co. pp. 700.

This book, edited by Kary C. Davis in the Lippincott Farm Manual Series, is, as are the other books in this series, written on the scientific basis and from the standpoint of experience and investigation. While adapted for use as a textbook, it is also a compendium or manual. The treatment is readily adapted to the ability of agricultural students in high schools and the college student. It is so arranged in its chapters and sections as to make each topic stand out boldly, and the diagrams, charts, maps and graphs add double to the teaching value. Teachers of agriculture, of vocational education and of farm management and economics generally, will welcome this volume.

Ten Boys Who Lived on the Road from Long Ago to Now. By Jane Andrews. 248 p. il. Ginn and Company. 1924. 64c.

This is a new edition of a time-tested classic that has charmed thousands of boys. It traces the white race from its "Aryan source" down to its present type. Kablu, the Aryan boy, came down to the plains of Indus. Frank Wilson, a boy of 1885, lives in Boston, goes to Barnum's circus, and has a cousin in California. Miss Andrews makes the road from long ago to now a happy and interesting one.

English Arithmetic, and Textile Assignments for Vocational and Trade Schools for Girls. 3 vols. Prepared by the teachers in the Manhattan School for Girls, New York City. Based on "Education on the Dalton Plan." Loose-leaf; 70, 102 and 26 pp.; 75, 90 and 75 cents, respectively. A. S. Barnes Co.

Miss Helen Parkhurst, the Dalton Plan and the Manhattan Trade School, comprise the genealogy of these practical and helpful guides. The program of the school gives one-half the school day (3 hours) to shop work, and the other half (3 hours) to related and general subjects.

That juvenile delinquency decreases with the opening of playgrounds has been verified by recent reports from Cincinnati, Ohio. In a period of three years since the opening of a playground in one neighborhood in that city the court records show a reduction in delinquency of sixty-seven per cent.

How does music educate?

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**One of these selections says "busy," one "quiet,
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One of these says "happy," one says "sad." Which?

Waltz in G Flat Major (Chopin)	Moiseivitch	55156
Death of Ase (Grieg)	Victor Orchestra	35470

**One of these says "dance," another "gallop,"
another "march." Which?**

Light Cavalry Overture (von Suppé)	Victor Orchestra	19080
War March of the Priests (Mendelssohn)	New York Orchestra	6464
Waltzing Doll (Poldini)	Powell	806

One of these says "elves," another "fairies." Which?

Golliwogg's Cake-Walk (Debussy)	Rachmaninoff	813
Scherzo—Midsummer-Night's Dream (Mendelssohn)	Philadelphia Orchestra	6238

**Who can make up a story that seems to be
suggested by either of these?**

Funeral March of a Marionette (Gounod)	Victor Orchestra	35730
Ballet Music from Rosamunde (Schubert-Kreisler)	Kreisler	723

Have you secured attention, interest, concentration, discrimination? Have you aroused the imagination, the sense of beauty, the joy of discovery, the power of expression? Then you have contributed to the education of the children.



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NOTES AND COMMENT



Radio Programs for California Schools

Education by radio is already a pronounced success in both the city and the rural schools of California. The broadcasting programs as worked out by the State Department of Education are being enthusiastically received by teachers, pupils and parents. Real occasions are furnished for reading, writing, speaking, history, geography and other allied subjects.

The first program was broadcasted from Oakland on November 3rd. Besides music, the opening address was given by Will C. Wood, superintendent of Public Instruction and "Early Trails over the Sierras," by Professor H. E. Bolton of the University of California. The Los Angeles program was inaugurated on November 4th with an opening address by Mrs. Susan M. Dorsey, City Superintendent of Schools, and "The Vikings of the Pacific," by Mark Keppel, County Superintendent of Schools. On November 5th the Fresno program was inaugurated with an opening address by C. L. McLane, President, Fresno State Teachers College, and "The Vikings of the Pacific," by William John Cooper, City Superintendent of Schools.

Other November programs included the following: "Indian Stories," given in Oakland by John Collier of the Indian Defense Association; in Los Angeles by Charles Lincoln Edwards, Director of Nature Study, Los Angeles City Schools; in Fresno by Dr. T. T. Waterman; "Story of the Sacramento River," in Oakland by Marsden Manson; in Los Angeles by Sam H. Cohn, Deputy Superintendent of Public Instruction; "Story of the San Joaquin River," in Fresno by L. F. Winchell; "Story of the Mission Fathers," in Oakland by Honorable William H. Waste, Associate Justice of the Supreme Court; in Los Angeles by Rolland A. Vandergrift, Assistant Professor of History, University of Southern California; in Fresno by William John Cooper, City Superintendent of Schools; "Story of the Colorado River," in Oakland by Miss Drucie G. Crase, Berkeley City Schools; in Los Angeles by Miss Beeda Metcalf, Berendo Junior High School; in Fresno by Dr. T. T. Waterman.

The Thanksgiving radio program from Oakland was in charge of Mrs. Agnes Ray, former member of the California State Board of Education. In Los Angeles the program was in charge of Miss Ethel I. Salisbury, Los Angeles City Schools. In Fresno the program included an address on "The Test of Thankfulness" by Reverend T. T. Griffen.

The Oakland radio program for December 1 will include "Story of the Russians," by Dr. Owen C. Coy, Director, California State Horticultural Association, University of California, and "Story of the Columbia River," by Sam H. Cohn, Deputy Superintendent of Public Instruction. Music for this program will be given by the Training School Chorus of the San Francisco State Teachers College, under the direc-

tion of Mrs. Mary McCauley. On December 8, a Christmas program will be broadcasted from Oakland by the Capella Choir, under the direction of Professor C. M. Dennis.

The Fresno program will include the following features: On December 3, "The Russians in California," by Principal Delbert Brunton, and "The Columbia River," by M. B. Hawkins; on December 10, "The Pathfinders," by William John Cooper, and "The Hudson River," by W. B. Munson; on December 17, "The Covered Wagon," by Miss Maud Schaeffer, and "The Mississippi-Missouri River," by Dr. T. T. Waterman. The Christmas program will be given on December 24, by the Fresno County Schools. An address will be given by C. W. Edwards, County Superintendent of Schools. Music is a feature in all programs from the three broadcasting cities.

The Eleventh National Recreation Congress, which met in Atlantic City, October 16-21, under the auspices of the Playground and Recreation Association of America, was a timely force for the education of America in the fullest and happiest use of her leisure time. More in the nature of a huge experience exchange and training school in recreation leadership than of

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JUST PUBLISHED **The Constitution of Our Country**

By FRANK A. REXFORD, Supervising Civics in the High Schools of the City of New York, and CLARA L. CARSON, Chairman of the Civics Department of Wadleigh High School, City of New York.

206 Pages

Illustrated

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The teaching of the Constitution is now required by law in California. The school authorities have made the teaching of this subject a part of the curriculum. Both the layman and the schoolman have come to realize the necessity of giving to the young people who are our future voters an understanding of this important document.

It need not be a dull or irksome task, either to teach or to study the Constitution. With such a book as Rexford and Carson's "The Constitution of Our Country," the subject becomes vitally interesting. In terms of everyday life, this book gives a brief history of the Constitution and explains not only its principles, the activities under it, but also the duties it implies and the rights it assures.

The arrangement of material and type aids in making the subject matter attractive to read, easy to teach, and interesting to study. The text is divided into numbered sections with side-headings. The basis, in the Constitution itself, of each statement in the text is indicated by an original plan of numbered references. Numerous and well-selected pictures enliven the text. In the appendix are rules and illustrations for the proper display of the Flag, a reprint of the Mayflower Compact, and the Declaration of Independence.

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a series of addresses, it gave inspiration to 600 delegates from many states. Special classes and demonstrations in community music, community drama, games, and mass athletics were arranged.

There were section meetings on summer camp problems, recruiting and training recreation leaders, home recreation, handcraft activities, the use of school buildings as recreation centers, parks and leisure time, physical education, the vacation problem in America, recreation and industry, rural recreation, recreation life for girls, recreation in the church, recreation publicity, municipal golf courses, recreation and city planning and other phases of the broadly educational modern recreation movement.

Mr. Frank K. Phillips, manager of the Education Department of the American Type Foundry Company announces that he will make an extended tour of the Pacific Coast early in the coming year. He expects to hit San Diego about January 13th, Los Angeles January 18th, San Francisco January 29th and Portland, Oregon, and Seattle, Washington, later in the month. By arrangements made through Roy O. Shadinger, manager of the A. T. F. Company for the territory around Southern California and C. N. Fletcher of the education department, Mr. Phillips will meet the printing teachers of San Diego and Los Angeles and vicinity at regional conferences and banquets.

The San Francisco branch of the A. T. F. Co. through Manager John F. Pinney and educational director, E. H. Bobbitt, expects to give the printing teachers of the bay region every opportunity to confer with Mr. Phillips on the latest developments in regard to the teaching of printing in the public and private schools of America.

Mr. Phillips expects to pay his respects to Commissioner Ricciardi and John C. Beswick of the Vocational Department at Sacramento and hopes to find the opportunity to study into the splendid teacher training system as carried on at the University of California under Professors Lee, Johnson and Mallory.

Frank Phillips is the type of educational representative of a business house selling equipments to schools which is setting the pace of helpful service to the teachers. Himself a teacher of printing and a director of teacher training, he understands the problems of the shop teacher. Travelling widely as he does he is able to bring to these regional conferences the latest methods and the newest ideas.

Mr. Phillips will attend the annual convention of the National Society for Vocational Education at Indianapolis before coming to California and will re-visit many of the best known junior and senior high schools on his trip. He will tell the teachers and school officials of the place that printing holds in the field of the junior high school and of its educational value as a tie-up with English, the school paper and the socializing features of the modern school. He reports an ever increasing interest in printing instruction and that, next to word working, it is the most popular course in both the senior and junior high schools.

Say you saw it in the Sierra Educational News

EDUCATION MOVES AHEAD

By EUGENE RANDOLPH SMITH
Headmaster Beaver Country Day School,
Brookline, Mass.

Introduction by President Emeritus Eliot of Harvard
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A book for parents and teachers, and all who have an interest in the training of children. The author, who is President of the Progressive Education Association, presents his subject with the conviction of long and varied experience. The text will be a revelation to any reader whose school days are a decade or more in the past.

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By S. E. FORMAN

A text for courses in civics and the problems of democracy. It is typically American in spirit and emphasizes throughout the requisites of good citizenship. It contains suggestive questions, exercises, and special topics for study.

This book is being used in the high schools of many of the largest cities in the country, among them Chicago, Philadelphia, Cleveland, Cincinnati, and Washington, D. C. We invite you to write to us about this text.

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Among the many cities that have selected this text in the short period since its publication are the following:

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Woodland	San Francisco (Polytechnic High School)

Following are some of the reasons teachers give for preferring Tanner:

"The subject matter is sane and well chosen, and the illustrative matter interesting and to the point."

"The organization of the book makes for ease in reference work, showing that an able teacher who appreciates the practical value of time saving has carefully prepared this book."

"It contains useful material usually found only in handbooks and dictionaries."

"Variety and abundance of practical exercises, correlation of subjects and the treatment of sentence structure are especially good features."

"It makes composition appear to the student as what it really is, an *expression* of life, both individual and social."

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A New High School has been opened at Point Loma, San Diego. Mr. Pete W. Ross, for many years the principal of the Washington Grammar School, San Diego, has been appointed to act as principal of the new high school. Mr. Ross assumes his duties with full knowledge of the educational system of San Diego. He is a school man of ability and experience.

The Stockton Schools maintain an Employment and Guidance Bureau in co-operation with the Junior Division, U. S. Employment Service. The following is from a circular to employers recently sent out by the Bureau:

"If you need help now or in the future in selecting boys and girls for any line of work we are ready to serve you. The work of our Bureau is to assist the employer in finding the right kind of help, and to give deserving and capable boys and girls an opportunity to show their abilities.

"At present we have over a hundred applicants from 14 to 21 years of age, registered for permanent and temporary work. We would appreciate it if you, as an employer, would co-operate by listing with us every available job suitable for the junior worker. We are sure the service will be of mutual advantage. The applicant will find a job and you will find a desirable and willing worker.

"We are assisting in a national movement aimed to help employers to reduce loss caused by excessive labor turn-over among junior workers. We hope to reduce aimless drifting of boys and girls in their early employment experience."

Nicholas Riccardi, Commissioner of Vocational Education, has issued a circular urging attendance at the coming convention of the National Society for Vocational Education. He says:

"The Annual Convention of the National Society for Vocational Education this year will be held in Indianapolis on December 11, 12, and 13. Industrial, commercial, labor and educational organizations of national scope will participate in the program. California ought to be well represented.

"An important feature in connection with the Annual Convention will be visiting tours to vocational schools and industrial and commercial plants in Indiana and neighboring states. A program which will fully justify the expense involved in sending delegates from California is being prepared. It will be a sound investment for any board of education, chamber of commerce, manufacturers' association, labor organization, Rotary, Kiwanis or Lions' Club to send a delegate to the Annual Convention of the National Society for Vocational Education.

"The time is opportune for the California delegates to bring to California the next Annual Convention of the National Society of Vocational Education. To do that it is necessary, of course, to send a strong delegation from California to Indianapolis this year. The National Society has not, as yet, held an annual convention in California.

"Help to make the Indianapolis Convention a

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From these books many pleasing programs can be arranged.

TEACHER — The material in these song books will be helpful to you in planning your work for the year. There are songs for daily use as well as for special days and occasions. There are six books in this ROTE SONG SERIES. ALL for Primary and Intermediate Grades.

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The California Scholarship Federation convened in its fourth annual meeting, on Saturday, October 11, at the Y. M. C. A. building in Los Angeles. More than 40 high schools were represented in person or by proxy. Officers for the ensuing year were elected as follows: President, Mr. Arthur K. Wilson, Monrovia; Vice-President, Miss Martha G. Cooper, Pomona; Secretary-Treasurer, Mr. Charles F. Seymour, Long Beach. The four committeemen are as follows: Miss Hazel M. Fisher, San Francisco Polytechnic; Miss M. G. Miller, Los Angeles Manual Arts; Miss Ethel Olsen, San Diego; Miss Frances Cowen, Santa Barbara. All the seven above named constitute the Credentials Committee. At the meeting on October 11, Hollywood High School and Los Angeles were admitted as chapter 85. Dr. John C. Shedd, secretary of the Phi Beta Kappa Alumni of Southern California, was present and addressed the session.

The student branch officers are: Alda Mills, President, Polytechnic High School, Long Beach; John Goheen, Vice-President, Riverside High School; Florence Ambrose, Secretary, San Diego High School, San Diego; Gordon Monfort, Treasurer, Santa Barbara High School, Santa Barbara.

Few men have done as much for California and especially for Southern California as Frank Wiggins, who for many years has been Secretary of the Los Angeles Chamber of Commerce. In his recent death, this State lost one of its chief advocates. No other person has done so much to bring attention to Southern California through various avenues of publicity as did Mr. Wiggins. Wherever in the United States there is a Chamber of Commerce or a Board of Trade, the name of Frank Wiggins is familiar. Mr. Wiggins was the leader in numerous movements that had for their purpose building up the California Southland. He had tremendous energy and marvelous vision and powers of leadership excelled by few.

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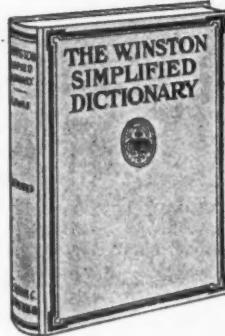
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office to lay before him a plan for assisting San Francisco. The National Education Association was scheduled to meet at the bay city in July and this was April 19. We proposed to him that Los Angeles guarantee a fund of \$25,000 and offer to entertain the 1906 meeting of the National Education Association in the name of San Francisco. At that time a like fund was being raised by the Chamber of Commerce for the entertainment of a great fraternal order. Mr. Wiggins took up the phone and in a half hour there were assembled in his office several directors of the Los Angeles Chamber of Commerce. We stated our proposal and Mr. Wiggins with his characteristic foresight became a ready advocate. That very evening we were en route to San Francisco bearing the invitation.

Mr. Wiggins was a friend of education and did much for the schools of California. He will be missed in commercial and educational circles everywhere.

Recently Dr. Robert Ernest Vinson, President of the Western Reserve University, discussed the theme of a greater university for Cleveland. Effort has long been made to merge Western Reserve with the Case School of Applied Science at Cleveland, and this merger is advocated by President Vinson and by President Charles S. Howe of the Case School. Dr. Charles F. Thwing, for many years President of Western Reserve, advocated this union of interests. A survey is now being made by United States Commissioner of Education and it is anticipated that the results of this survey will be the basis of a movement for the merger.

New York University has inaugurated a radio broadcasting program consisting of a course of fifty-four lectures to be broadcasted every night, except Saturday and Sunday, up to December 23. The lectures present educational information on such subjects as archeology, politics, home economics, geology, biology, economics and the history and development of civilization.

The Federal Bureau of Education has recently published a small pamphlet which should be of very great help to high school officials responsible for devising the daily schedule. It is Bulletin 1924, No. 15, "The Daily Schedule in the High School." The material in this bulletin is based upon replies from twenty-one high schools throughout the country in which the enrollment is approximately one thousand students each. This bulletin should be of great value, as it covers a field in which there is practically no literature to date.

The Third International Exhibition of the Pictorial Photographic Society is now on display in the galleries of the California School of Fine Arts. Some three hundred prints are shown, selected from exhibits the world over. P. Douglas Anderson, William B. Dyer, John Paul Edwards, Louis Goetz, Anson Herrick, H. A. Hussey, Taro Miyake, W. D. Rawlings and Johan Hagmeyer are among the local photographers whose work is well worthy of inclusion in the exhibit. Lee F. Randolph, Director of the School,

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states that the display will be open to the public until December 7, from 9 a. m. to 5 p. m. daily; Sunday afternoons from 12 m. to 6 p. m., and on Wednesday evening from 6:30 to 10.

To disseminate information about the better films and encourage their exhibition and patronage, and at the same time to promote the reading of good books, the National Committee for Better Films offers a list of 282 carefully selected motion pictures based upon standard or current works of fiction or other literature. This list represents an impartial selection from the product of all companies and covers the pictures seen and chosen by the skilled volunteer committees of the National Board of Review as "better films" during the past three years.

The League of Nations Union has been asked by American educational organizations to find schools in England, Wales and Ireland, which are willing to undertake an interchange of correspondence between pupils. Schools that wish to accept this offer should write to the secretary, League of Nations Union, 15, Grosvenor Crescent, S. W. 1, giving particulars of school, number and ages of pupils, and names of those nominated for this international correspondence.

Casper W. Hodgson, the founder and president of The World Book Company of Yonkers, New York, has been a visitor in California for some weeks past, spending most of his time at Stanford University and on his ranch in Madera County. He has had a varied and successful experience as a teacher, book representative and publisher. He is now on his way to his Yonkers headquarters.

The Colorado Education Association, the Colorado Press Association and other organizations in the state are opposing a proposed constitutional amendment providing for a state-owned and operated printing office. The state education association, in a statement on the subject, declares that "realizing the almost prohibitive cost of providing a state printing plant, and knowing the limitation that state publications would put upon the selection of textbooks, the board of directors of the association feels that it should strongly oppose the state printing of textbooks."

The General Electric Company has appropriated \$25,000 for a fund for Union College in memory of Dr. Charles P. Steinmetz, the company's chief consulting engineer. The income from this fund will be used to provide four scholarships annually. Students in any of the courses at Union are eligible. Preference will first be given to sons of employees of the General Electric Company and next to sons of residents of Schenectady.

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The American Chemical Society has announced the second Prize Essay Contest open to high and secondary school students. Six scholarships to Yale University or Vassar College with tuition fees and \$500 annually for four years will be awarded in a national contest for high and secondary school students. Only prize winners in state and territorial contests will be eligible to compete in the national contest. Six prizes of twenty dollars in gold will be awarded for the best essays written by high and secondary school students on six designated subjects in each of the states and the District of Columbia and in the extra territorial possessions of the United States taken as a unit.

A separate competition is open to undergraduate students of universities and colleges of the United States. Six prizes of one thousand dollars each will be awarded to students of collegiate grade who write the best essays on designated subjects.

All essays must be in time so the authorities of the schools and institutions from which students compete may forward them to reach the Chairman of the State Committee on Awards not later than March 1, 1925. A contestant may submit but one essay and essays must not exceed 5,000 words.

The topics from which contestants in both the high and secondary school contest and the university and college contest must select subjects for their essays are:

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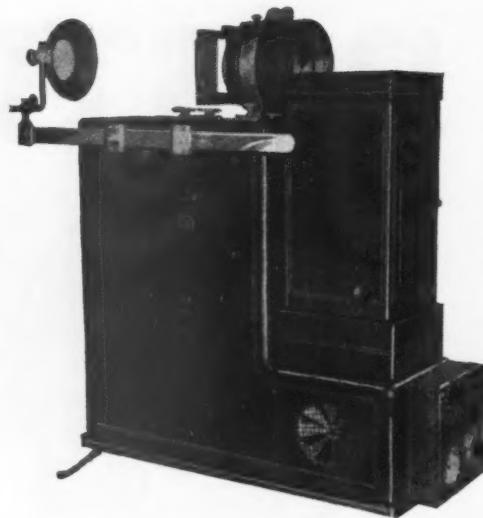
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In the first Prize Essay Contest held last year, first prizes from California were awarded to Marjorie Amanda Bixby, Oakland; Helen Vallejo Kincaid, National City; Eugene Russell Brownscombe, Santa Rosa; Harry Bois, San Francisco; Mary A. Webster, Sacramento; George F. O'Brien, Sacramento. Awards for second prizes from California were made to Verna Hazel Smith, Los Angeles; Richard A. Koch, Hollywood; Luther Linda, Kingsburg; Mary Veronica Waugh, Piedmont; Genevieve Fenwick, Oakland; Sally Miller, Porterville. In the national contest, a four-year scholarship to Yale University, including all tuition fees and \$500 annually was awarded to Eugene Russell Brownscombe of Santa Rosa. The contest is in charge of the Committee on Prize Essays, 85 Beaver Street, New York City.

Dr. William C. Bagley, professor of education, Teachers' College, Columbia University, is directing the survey of the elementary school curriculum of California. Others serving on the Research Committee, having the survey in charge, are Baldwin M. Woods, Assistant Dean, University of California; W. W. Kemp, Dean of the School of Education, University of California; Dr. George C. Kyte, Associate Professor of Education, Washington University, St. Louis, and A. O. Leuschner, Professor of Astronomy, University of California. The survey is being financed by the Commonwealth Fund of New York City. The sum of \$18,000 has been granted to finance the survey. Prof. Bagley will be in California on January 1st.

Few of the thousands who have in recent years visited Yosemite Valley will have come away without a knowledge of "Indian Lucy," the aged Indian woman who died the other day at the age of 120 years. Lucy Brown was the last member of the original Indian tribe found in Yosemite Valley when the white men first discovered it in 1851. At her funeral there were six generations of her descendants in the Brown family. On more than one occasion have we talked to her on our visits to the valley. She was always rather non-committal and impassive, but would at times speak of the olden days before the coming of the white man. She was a worthy representative of a great race.

During the past weeks Mrs. Marietta Johnson has been lecturing and holding conferences in the bay region. Mrs. Johnson has during recent years been engaged upon a great work at Fairhope, Alabama, developing from small beginnings into the "School of Organic Education." Her conferences in California are being handled through the La Vero Foundation, a San Francisco educational center, where she may be addressed.

As we go to press there comes word that the case of Neilsen vs. Richards in Butte County has been decided in favor of Mr. Neilsen. The case has been before the appellate court, this higher court reversing the decision of the lower court. This is a signal victory for rural supervision

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and will give great cause for satisfaction throughout the schools of the state.

The State Department of Education and the Fresno State Teachers College co-operated in a conference on Rural Teacher Training held in Fresno on November 22. The topics for discussion were:

1. What a Rural Community may reasonably expect from the School.
2. The Nature of the Training a Rural Teacher should have.
3. The Rural School, The Community Health, and the County Health Department.
4. The Rural School and the proposed revision of the Elementary Course of Study.

C. L. McLane, President Fresno State Teachers' College, is serving as Chairman of the Committee having charge of broadcasting from Fresno the weekly program prepared by the State Department of Education. A half-hour program will be broadcasted from Fresno every Wednesday morning. Mr. McLane is urging the co-operation of all superintendents in the San Joaquin Valley.

Schools having adequate receiving sets may tune in on any or all of the programs. It is the plan of the Fresno committee to prepare a circular giving advice as to the purchase and installation of receiving sets. Possibly some schools will undertake to make their own sets. In some schools it may be possible to induce

students who may own private sets to bring them to school on "Radio" days. The trade states that special prices to schools will be made.

Notice has reached us that the next annual meeting of the high school principals of California will be held at Santa Barbara the week of April 6, 1925. The announcement comes through Commissioner A. C. Olney of Secondary Schools.

The next annual conference of the American Library Association will be held in Seattle, Washington, provided satisfactory arrangements can be concluded, according to the vote of the executive board at a meeting recently held. The conference will probably be held toward the end of June, 1925, and will continue for one week. The president of the association is H. H. B. Meyer, director of the legislative reference service of the Library of Congress, Washington, D. C. J. T. Jennings, librarian of the Seattle Public Library, and W. E. Henry, librarian of the University of Washington, Seattle, will have charge of local arrangements.

A circular containing reproductions of prize-winning milk posters designed by school children, both city and rural, throughout the country, has just been published by the United States Department of Agriculture as an aid in conducting milk-for-health campaigns. The posters were made in connection with programs carried on by communities in which the children live. This making of posters has been found a helpful feature, and these reproductions are published with the hope that they may be useful as suggestions to persons planning to conduct similar programs. Copies of the publication, Miscellaneous Circular 21, may be had free, as long as the supply lasts, by writing to the Department of Agriculture, Washington, D. C.

New York University plans to expend some \$3,000,000 in developing its School of Education.

Superintendent William J. O'Shea of New York City will receive an annual salary of \$15,000 beginning on January 1, 1925. This will be increased to \$20,000 on January 1, 1926. No salary as high as this is now paid to any other head of a city school system.

More than a score of school forests have been started within the last five years. They range in size from a few acres to more than 100 acres. In this way cheap land is utilized for a purpose that eventually means the reduction of taxes. A white pine plantation of 60 to 80 acres, forty years old, produces annually a yield having a value of \$900 to \$1,200.

Miss Helen E. Vogelson has been appointed City Librarian of Los Angeles County, succeeding Miss Celia Gleason, who recently resigned. Miss Vogelson is a graduate of Mount Holyoke College, obtaining her library training in the

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There is something beautiful about the fulfillment of a hope of a generation's standing. Twenty years ago Thomas C. Blaisdell of the State Normal School, Slippery Rock, Pennsylvania, began preparing for a trip around the world, and now he writes a letter to say that he and Mrs. Blaisdell are about to realize their 20-year-old dream. The trip, says Mr. Blaisdell, is, at least in part, the result of a five hundred dollar prize which he was awarded by the publishers of Compton's Pictured Encyclopedia in a contest that was advertised in the educational press two years ago. Friends of the Blaisdells in every corner of the country will be interested to know that they are already on their way to such alluring parts as Hong Kong and Singapore, to Rangoon and Calcutta, Bombay and Suez. Their trip will last a year. "We hope," writes Mr. Blaisdell, "to be at Oxford for the six-week Summer session. . . . We expect to return home when the Autumn session opens, about September 20, 1925."

Prize Essay and Poster Contests for 1924-25 on alcohol and other narcotics by the Woman's Christian Temperance Union. These contests have been carried on for many years, and local, state and national organizations award annually over \$6,000 to competing pupils. The list this year includes separate topics and prizes for teachers, normal schools, colleges, high schools, and three for elementary grades. Full information may be obtained from the National Director, Miss Cora Frances Stoddard, 400 Bolyston Street, Boston, Mass.

The Swedish government has recently enlarged and systematized its program of school temperance instruction. This instruction was officially introduced in the schools in 1922. The government has outlined a specific course of lessons on the individual and social effects of alcohol and methods of combating its dangers. The instruction is given in connection with civics and natural science. An inspector of temperance teaching is attached to the education department. In addition, the Central Federation for Temperance Teaching will continue their lecture courses in consultation with the government. The latter not only pays for the lectures, providing about 800 lectures a year, but makes financial grant for time and expenses to teachers attending these authorized courses. Other courses are arranged for persons not teachers, who wish to be able to give temperance instruction, as pastors, journalists, directors of young people's organizations, etc.

The Safety, Sanitation and Welfare Work of the United States Steel Corporation is conducted through the medium of a central department located at the Corporation's offices in New York City, and of various committees composed of representatives of the larger Subsidiary Companies. The general organization of the Corporation includes committees on safety, sanitation, housing, education, and medical and surgical practice. This work in the individual Subsidiary Companies is conducted by similar committees. Each Company has a Central Safety Committee, made up of representatives from its

various plants, and in addition each plant has plant workmen's safety committees, consisting of members from the rank and file of the mill, and plant departmental and special committees composed of foremen, master mechanics, and skilled workmen, who study and investigate particular problems relating to the safety of the employees.

During the past twelve years the welfare expenditures of the Corporation has amounted to \$126,885,911.00 for the following purposes: Playgrounds, Schools, Clubs, Gardens, Visiting Nurses, etc.; Sanitation, Accident Prevention, Relief for Injured Men and the Families of Men Killed, Employees' Stock Subscription Plan, Pension Fund Payments in Excess of Income Provided by Permanent Fund, Creation of a Permanent Pension Fund. Among just a few of the interesting summaries in the report for the twelve-year period are the following: Number of dwellings and boarding houses constructed and leased to employees at low rental rates, 28,451; Rest and waiting rooms, 233; Playgrounds, 175; Athletic fields, 125; Sanitary drinking fountains, 4,437; Clothes lockers, 161,096; Base hospitals, 13; Emergency stations, 389; Teachers and instructors, 203; Employees who have been trained in first aid and rescue work, 20,719.

Habit clinics for the child of pre-school age is a noteworthy report by Dr. D. A. Thom, Director of the Habit Clinics of the Community Health Association of Boston, and also Director of the Division of Mental Hygiene in the Massachusetts Department of Mental Diseases, recently published by the U. S. Children's Bureau. Among the conduct problems considered are: Temper, tantrums, shyness, enuresis, delinquency, destructiveness, refusal to eat, and acute personality changes.

Swimming for Women is required in 22 colleges and universities as a part of the students' work in college, according to the U. S. Bureau of Education. Cornell University, Iowa State Agricultural College, Rockford College, Syracuse University, Cincinnati University, University of Wisconsin, Wells College, Western Reserve, and Wooster College refuse to grant a degree to a student who fails to pass a fixed swimming requirement, which may be ability to swim 50 feet, strokes in good form, swimming for two years, or swimming 120 yards and diving. The most frequent requirement, however, is swimming 50 yards. Every California school teacher who is physically fit should know how to swim and should encourage her pupils to become good swimmers.

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WANTED - Teachers and mothers to represent us.

Miners in the Tahoe National Forest working a gold mine 2,500 or 3,000 feet below the lava cap of one of the Sierra peaks, in one of the former streambeds, came across an old flood deposit in which were the tangled legs of a group of the Sequoias that once grew on the mountain slopes. Though buried for unknown thousands of years, the logs were in excellent preservation. They were changed somewhat in structure, but the annual rings in a cross-section of the wood stood out as plainly as though the trees had been felled only a few days before. During the last thousand years the Bigtree of today has not reproduced appreciably, and at one time foresters felt that it was a dying species. Recently, however, efforts have been made, and with considerable success, to start plantations of the tree throughout California, outside of its present range. Small plantations have been made in the Klamath National Forest in the northwest corner of the State, near Lake Tahoe in the central part, and in the Sequoia National Forest in the southern Sierras. In each of these localities the tree has far outstripped the native conifers.

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California State Board of Education
Sacramento

October 17, 1924.

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Gentlemen:

I am pleased to inform you that at a regular meeting of the State Board of Education held October 8, 1924, the board voted to readopt your series of writing books according to the terms of the contract entered into July 1, 1916.

Very truly yours,
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The school system is not the whole of our necessary educational machinery, since only one out of five children continues school from the age of 14 to 18 years or beyond. Of the problem which this fact presents William Allen White says: "There must be some way out." Some way to continue the educational growth of American citizens. And there is a way. That way is the public library. It is America's "continuation school." It is the most democratic of American educational institutions—While it is useful and helpful, it has still not reached its maximum of helpfulness or usefulness, and it cannot do so until the people themselves realize what it has to give them."

Texas claims first place in providing homes for teachers. A recent report to the United States Bureau of Education shows a total of 635 for that state. Nearly 600 of these homes are in rural districts.

The California Council of Education will meet in the ballroom of the Alexandria Hotel, Los Angeles, on December 13 at 9:45 a. m. The Board of Directors will meet on the evening of the 12th.

What are the most commendable features of your school? What are the "high spots"? This question is being put to New York City schools by the cooperative survey now in progress there. A classification of excellences has been formulated by the Survey as follows:

- Course of study modifications, time saving.
- Improved methods of teaching.
- Change in aim or methods of supervision.
- Benefits from standard tests.
- Choosing or using textbooks.
- Educational experiments.
- Promoting teacher happiness at work, recognizing excellence, safeguarding health.
- Promoting teacher participation in school management, teachers' meetings.
- Benefits from visits to other schools by principals and teachers.
- Recruiting ablest young people into teaching.
- Recruiting grammar school graduates for high school.
- Recognizing individual differences among pupils and adapting instruction.
- Promoting pupil participation in school management.
- Trying out "learning by doing" by class work, assemblies.
- Furthering student health.
- Promoting extra-curricula activities.
- Character training.
- Promoting vocational guidance.
- Studying current national, state and local problems.
- Studying world problems, conditions for peace, costs of war.
- Improving administrative forms and devices.
- Writing books or articles, service on committees for scientific study.
- Parent-teacher cooperation.
- Securing gifts or other help from citizens.
- Other advance steps.

The average salary paid the 98,017 teachers reported as teachers in one-teacher schools by the U. S. Bureau of Education for 1923 was \$729. In 16 states, however, the averages are below this sum, the lowest average salary being \$340 (Mississippi). The highest states in average salary for rural teachers in one-room schools are Arizona, \$1,265; California, \$1,256; New Jersey, \$1,028; Washington, \$1,000. The lowest average one-room salaries are, besides Mississippi, the following; Georgia, \$346; North Carolina, \$380; Arkansas, \$384; Alabama, \$388; Virginia, \$397; Florida, \$413; South Carolina, \$413; Tennessee, \$415; Kentucky \$480.

The bureau report, which was compiled by Alex Summers, for many years statistician of the bureau, covers 203,981 teachers and principals, or nearly 56 per cent of the 366,000 rural teachers and principals. Other information in the report is as follows:

The average salaries of \$729, \$737, \$843 and \$964, for the four classes of rural schools outside the villages, are all below the median salary of \$1,105 for elementary teachers in the lowest class of cities.

In the public schools of the cities with from 5,000 to 9,999 population the median salary of the elementary teacher is \$1,200 and that of the high-school teacher \$1,567. In the cities with

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from 10,000 to 29,999 inhabitants the median salary of the teacher in elementary schools is \$1,277, and that of the high school teacher \$1,670. The elementary teacher in schools of cities with from 30,000 to 99,999 inhabitants receives a median salary of \$1,467, the high school teacher receiving \$1,917. In cities of 100,000 population and over, the median salary of \$1,876 is received by elementary teachers, while the high school teacher is paid \$2,487.

In the large cities of five states the median salary of the elementary teacher exceeds \$2,000 being over \$2,500 in two states. In the large cities of eight states the high-school teachers are paid median salaries in excess of \$2,500, the median going above \$3,000 in three states.

The Del Norte County teachers institute was held at Crescent City November 3 and 4. Del Norte County is included in the North Coast Section of the C. T. A., but the distances are so great that it is considerable of a hardship for teachers in this county to travel either to Ukiah, where the North Coast meeting was held this year, or to Eureka. It is stated, however, that in all probability the teachers of Del Norte will next year join with the North Coast Section.

The program of the two days meeting was well arranged. Superintendent Edwin A. Moore secured as instructors President R. W. Swetman of Humboldt State Teachers College, Professor David Ruys Jones, Principal Geo. Jensen of Eureka, and Arthur H. Chamberlain. Dr. Stadmuller of the State Board of Health was present and added to the value of the Institute. In addition to the lectures before the general sessions both forenoon and afternoon each day, there was an evening session attended not only by the teachers of the County but by others who were interested. At this meeting special attention was given to the problem of consolidation of schools. Crescent City and Del Norte County have reason to be proud of the high school gymnasium in which this session was held. It is hoped to construct an additional high school building soon.

A feature of the Institute was a question hour conducted by President Swetman. Mr. Jensen was especially helpful in his presentation of problems of the secondary school, and Mrs. Jones, who is an authority on the studies of the elementary school, was received with enthusiasm.

There was excellent music furnished by Mr. F. J. O'Conner, who graciously responded to a number of encores, his vocal work being thoroughly appreciated. Laura Thomas Gunnell presented a number of readings with splendid effect. The Crescent City Orchestra was heard to advantage, directed by Rev. N. A. Morrison.

As showing the professional spirit of the teachers of Del Norte County, although they are far removed from the large centers of population, the Secretary of the Institute, Mr. A. B. Miller, County Rural Supervisor, reported **100 per cent membership in the C. T. A.**

Some splendid resolutions were adopted, committee in charge being C. W. Quick, A. B. Miller and D. W. Finch.

Superintendent Moore is doing a splendid work in the northwest.

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The High Cost of Building forces the average wage earner to pay for rent a greater proportion of his family budget than he is justified in doing, or else to occupy accomodation beneath his status, is a statement made in a special report on the building situation issued by the National Industrial Conference Board.

The report states that the shortage of building labor is the outstanding factor of the high cost of building and was the chief cause in the limitation of construction work immediately following the war when building labor was forced to seek other work and when apprentices were discouraged from entering the building trade. The failure of the supply of skilled building labor to keep pace with demand can be traced to the immigration restrictions and to the fact that employers in the past did not encourage apprenticeship.

The City is an interesting pamphlet issued by the San Francisco Bureau of Governmental Research and devoted to the promotion and application of scientific principles of government. Copies may be secured from the bureau headquarters, 58 Sutter Street, San Francisco.

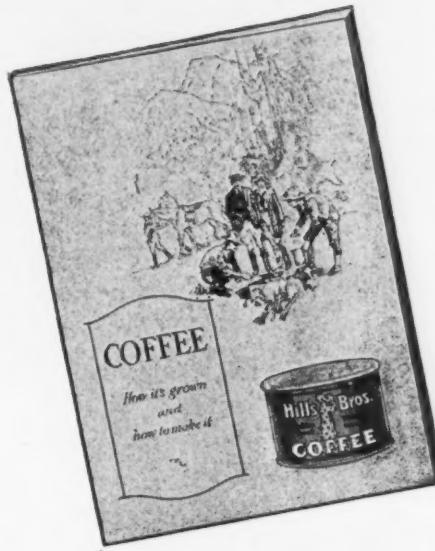
Randall J. Condon, superintendent of Cincinnati schools, has been granted a leave of absence to serve for a year as special educational editor of the Atlantic Monthly. He is to have charge of an effort to bring before Atlantic readers the needs and possibilities, as well as the accomplishments, of American schools.

NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Monday and Tuesday, December 29th and 30th, 1924. For further information apply to Secretary Board of Education, City Hall, San Francisco.

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California High School Teachers' Association
Berkeley, July 15, 1924

SYMPOSIUM

California High School Principals' Convention
Santa Cruz, April 14-18, 1924



PROCEEDINGS

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1924



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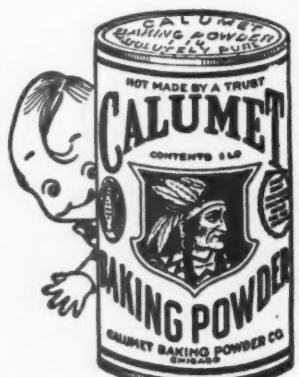
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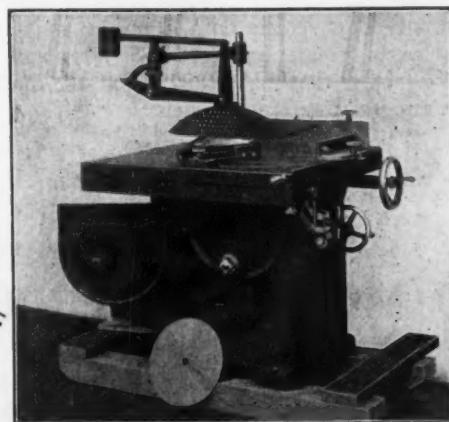
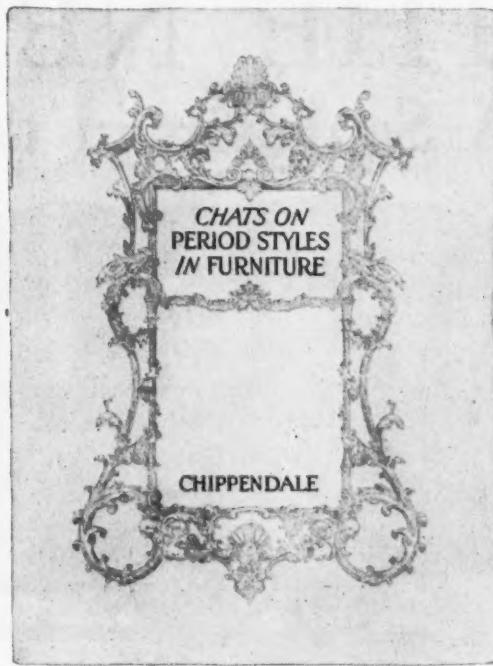
The first issue is out and pertains to Chippendale. The others will follow in turn and will be announced later as they are issued.

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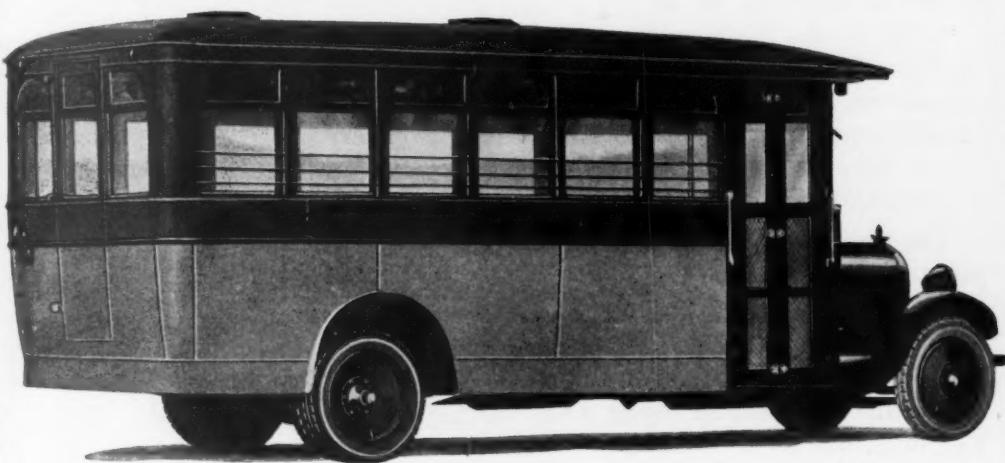


SIERRA EDUCATIONAL NEWS

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THE NEW REO

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CONTENTS

	PAGE
FRONTISPICE—Report of Committee of Fifteen.....	8
PROCEEDINGS, CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION:	
Citizen Participation in Government.....	9
Articulation Between School and Community.....	11
Analysis of California School Statistics.....	12
Fact Basis for Educational Progress.....	14
Current Tendencies in Commercial Education.....	15
A Business Man's View of Education.....	17
Annual Meeting of California High School Teachers' Association Program	18
	19
SYMPOSIUM, CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION:	
What is a School For?.....	20
Address	22
The Co-ordination of School and Community Interests.....	25
Wise Selection as an Outstanding Problem of Education.....	27
Program Making in the Junior High School.....	29
Improvement of the English Curriculum in the High School.....	31
The Legal Basis for the Powers and Duties of the High School Principal	35
Some Problems Involved in the Organization of Physical Education in a Small High School.....	43
Dead Material in the High School Curriculum.....	47
Supervised Study.....	49
Supervised Study in Music.....	51
The Junior High School in the East.....	53
Report of Committee on Illiteracy.....	55
Digest of Resolutions.....	59
REVIEW OF RECENT HIGH SCHOOL BOOKS.....	Vaughan MacCaughey 61

REPORT OF COMMITTEE OF FIFTEEN

Many of the high school teachers of California know of the work undertaken by the Committee of Fifteen of the California High School Teachers' Association during the school year ending June 30, 1924. The nature and scope of the Report, now available in a monumental volume of 406 pages, may be gathered from the following

TABLE OF CONTENTS

- The Philosophy of American Secondary Education—*Charles E. Rugh.*
California School Statistics.
Tables.
Questionnaires.
An Inquiry Into Unit Teaching Costs—*Robert J. Teall.*
Report of Special Committee on Guidance—*William M. Proctor.*
Some Adjustments to Varying Needs of Pupils in Junior High School Administration—
Alice Ball Struthers.
The Ninth Year—*Elizabeth Arlett.*
The Tenure of High School Teachers and Principals—*George C. Jensen.*
The Status of Extra-Curricular Activities—*Sarah M. Sturtevant.*
Articulation of School and Community—*Elsie L. Elliott.*
A Preliminary Survey of Commercial Education in California Secondary Schools—
Earl W. Barnhart.
Helpful Suggestions on High School Problems—*Merton E. Hill.*
Bibliography of Professional Literature—*Frank C. Touton.*
Books for Principals and Supervisors.
Books for Teachers of the Major Subjects
Magazines for Principals.
Magazines for Teachers.
Supplementary Educational Monographs.
Bureau of Education Bulletins on Secondary Education.
Standardized Educational Tests.
Associations in which Membership can be held with Profit by Principals and
Teachers.
Finding lists of books, magazines, tests, and addresses of publishers.

THE REPORT OF THE COMMITTEE OF FIFTEEN 1923 has taken an important place in the literature of secondary education. It is a California report. It should be made immediately available to every high school principal and teacher in California. Only a limited edition has been published, and copies not immediately absorbed by the high schools, teachers and libraries of California, will be sold to teachers' colleges and libraries outside of California. When this edition is sold, no more copies will be obtainable.

A critical examination of the contents of this report convinces one that it should be placed in every high school library in California. Much of the material is foundational in character, and should be used as a basis for further study by teachers, principals, and by a future Committee. The report should also find place in the office of every superintendent and supervising principal dealing with problems of secondary education.

The report is published by the California High School Teachers' Association, and copies may be obtained by addressing Mr. Arthur H. Chamberlain, Secretary-Treasurer, 933 Phelan Building, San Francisco, California. Price, \$2.50 plus postage.

CITIZEN PARTICIPATION IN GOVERNMENT

HORACE M. REBOK

President of the Association, Santa Monica
Digest of the President's Annual Address

THE American colonists, in their Declaration of Independence from British rule, set up the doctrine that "governments derive their just powers from the consent of the governed." Eleven years later and after the success of the Revolution, they attempted to incorporate this doctrine in the Federal Constitution. To what extent have the people of the United States actively participated in their government?

In colonial days, religious and moral tests for the suffrage were set up in New England, while in the South a voter must be a freeholder. During this period, voters varied from one-sixth to one-fifth of the population; at one time only two per cent in Massachusetts.

The Declaration of Independence made no change at first. The doctrine that "governments derive their just powers from the consent of the governed" had little influence on the extension of suffrage until about 1800.

The Constitution left the question of suffrage to the States (Art. I Sec. 2). The result was that in Washington's time only one man in ten had the right to vote. All the states had property qualifications; most states demanded land ownership, and some states had very high property qualifications for office holders.

After 1800 the Jefferson doctrine of suffrage as a natural right grew up for extension of suffrage as it had been against England in the days of the Revolution.

States now began to abolish religious and property qualifications. Western states were pioneers in this movement. They were more democratic and more liberal, while Eastern states were slower and more conservative. In the general movement to liberalize and extend the franchise, states became reckless of proper qualifications. Illiterates and, in some states, even foreigners who had not yet become citizens were given the ballot. This occurred in New York as well as in Nebraska and other Western states. Under the influence of Jacksonian democracy, Louisiana in 1845, completed the movement for the removal of property qualifications begun under Jefferson in 1800.

While the colonists declared that "governments derive their just powers from the consent of the governed" and while the Constitutional Convention attempted to set up a form of representative government, it was not until after the Civil War, eighty-three years later, that the Federal government first attempted to say who might "consent" or

who might represent the people in their government. The negro race was then constitutionally admitted to the ballot on the same terms as the white race.

The last great extension of the ballot was realized by the women of the nation in the adoption of the nineteenth amendment to the Federal constitution in 1920. Susan B. Anthony proposed a similar amendment in 1875.

The movement for women suffrage began among the states with its adoption by Wyoming in 1869. Other states, chiefly western, followed the example of Wyoming. California adopted woman suffrage in 1911.

Since the adoption of the Constitution, the franchise has been extended from one man in ten in Washington's time to nearly one citizen in two, irrespective of "race, color, or previous condition of servitude," or sex.

Change in Theory of Suffrage

Following the Civil War and the adoption of Negro suffrage, there came a change in the theory of suffrage as a natural right as developed under the influence of Jeffersonian democracy, and the growth of the idea that voting is a privilege to be legally granted and involving personal qualifications.

In earlier periods the franchise was extended to aliens on filing first papers for citizenship, but now citizenship is everywhere required. To this have been added certain educational qualifications by about one-third of the states. The older tests, religion, property, race and sex, have all been tried and been discarded.

While the educational tests that have been adopted by various states have had little effect except to disfranchise the Negroes of the South, the question is now getting to be one of personal fitness based on educational preparation qualifying the voter intelligently to participate in determining the issues of government.

Enfranchise the High School Graduate

If educational qualifications and capacity for intelligent participation in the affairs of government are reasonable tests for the suffrage, why should the privilege of voting not be extended to the high school graduate at age eighteen?

The State requires the youth to take definite courses in United States history, civics and constitutional law, and makes training for citizenship one of the chief duties of secondary schools.

The State compels the youth to attend school, at least part-time, until age eighteen.

The State legalizes marriage at age eighteen, and at that age withdraws responsibility for social or educational standards of its citizenship.

The State and Federal government claim the right to conscript young men in time of war at age eighteen. If the youth is fit to fight for his country at age eighteen, why is he not qualified to vote at the end of high school graduation at the same age?

If "governments derive their just powers from the consent of the governed," why should the governed who offer their lives for their country not be numbered among those who shall have the right to "consent?"

Under our present system, high school graduates are put in cold storage for three years before they are allowed to vote. Our government needs the idealism of youth. We have enough citizens of the "hard boiled" variety. What governmental affairs need most at the present time are ideals—such ideals of patriotism, public honesty and social justice as are reflected in the class room through a study of American history, social problems and constitutional laws.

California has recently been honored in having a representative of one of its high schools declared winner in a national oratorical contest on the Constitution of the United States—an occasion at Washington, D. C., presided over by the President and witnessed by the judges of the Supreme Court, and an event of national interest, proclaiming the high character of talent and ability represented in the graduates of the American high school. Yet this young citizen, with his associate graduates, must be put into cold storage for three years until he has attained the physical age of twenty-one before he is allowed to function as a voter in the issues of government.

Americans needed the ideals of young manhood when Thomas Jefferson at age 33 wrote the Declaration of Independence and again when Alexander Hamilton at age 31 was the most powerful influence in the Constitutional Convention that gave us the immortal charter. Local communities, the State, and the Federal government today need the intelligence, interest and ideals which the graduates of our high school would bring into public affairs if permitted to participate in government.

Government by Minorities

Having set up the doctrine that "governments derive their just powers from the consent of the governed;" having declared at all times in favor of government by majority rule, let us see how our elders have acted.

For eighty-three years the question of who should

be the rulers was left unreservedly to the states. In the great and important questions of foreign policies, the Constitution made majority rule or even the semblance of it impossible by providing for the ratification of treaties by a two-thirds vote of the Senate. The Supreme Court by a bare majority of five to four may nullify an act of Congress passed even by unanimous vote. However fortunate or unfortunate these provisions of the Constitution have proved to be in the history of our country, they cannot be said to square themselves with the doctrine of majority rule.

Public officials are chosen and public issues are decided by a minority vote everywhere—in many instances by a very small minority of the registered voters.

In the recent state primary election, out of 1,499,000, registered voters, only 742,000 or less than 50 per cent, went to the polls. A large bond issue was carried in Los Angeles county on an affirmative vote of 27 per cent of the registered voters. In a representative city in California the present public officials were elected by from 19 to 26 per cent of the voters, while a large bond issue was carried on a vote of only 14 per cent. These are typical cases, and are only representative of what occurs at almost every election in the cities and counties of California. What happens in California is typical of what occurs in other states, except in the South, where the case is worse.

Government by Blocs

But in addition to government by minorities we have government by "blocs"—minorities being further controlled by blocs. Just now we have the "farmer bloc," the "labor bloc," the "K. K. K. bloc," and the "anti-K. K. K. bloc." National in their significance, these and similar blocs are to be found in almost every city and community at almost every election. The Democratic party, founded by Jefferson, author of the doctrine that "governments derive their just powers from the consent of the government," places its destiny in the hands of a minority "bloc" by adopting a rule requiring a two-thirds vote of the convention for the nomination of a presidential candidate.

No complaint is here registered against public officials, or minorities, or even against "blocs" who do participate in government. Complaint is registered against majorities who remain indifferent and do not discharge their duties as citizens. Citizens who do not vote are a burden rather than a benefit to the state.

Is there a remedy for government by minorities and by "blocs"? Can democracy be made to function? Can the doctrine that "governments derive their just powers from the consent of the

governed" be put into practice? Can the dangerous powers of small minorities and "blocs" be swept away? Perhaps so, but only by the high tide of a common democracy in which all shall share moral as well as legal responsibility. The state appears to be doing its duty. The state now gives the voter personal notice, addressed to his legal residence, of the time and place of the election, the names of the candidates and the nature of any issues to be directly passed upon by the voter. The

voter is further provided with a secret ballot. What more should the state be asked to do? If the voter requires this much of the state and demands as his right the privilege of the ballot, should the state not then accompany its notice of election with a *subpoena* and demand that the citizen shall exercise his right and perform his civic duty? The process would be both simple and effective. Would it not put an end to government by small minorities and by "blocs"?

ARTICULATION BETWEEN SCHOOL AND COMMUNITY

ROGER S. PHELPS

Principal Union High School, Corcoran, Calif.

THE idea of articulation between school and community grows naturally from the modern view of the objectives of secondary education. Very briefly the theory is that the community supports the school in order that the school may strengthen the community. It demands such an organization of high school work that every student shall be trained to discover and develop his individual abilities, while realizing that these abilities must be employed to further the best interests of his community, of the State, and of the Nation.

This problem is treated in the Report of the Committee of Fifteen in two different ways: directly, in Miss Elliott's report; and indirectly by incidental mention in other papers.

I propose to summarize the findings of the chief paper, to collect references to the topic from other papers, to comment on the present status of the problem as thus revealed, and to make a few suggestions as to future progress.

Miss Elliott, who is head of the department of home economics in the Manual Arts High School, Los Angeles, sent out two questionnaires; one to 250 teachers of all subjects, the other to the principals of all the day high schools. From neither source did she receive satisfactory replies. Miss Elliott writes concerning this:

Asleep or Busy

"Either the school people as a whole are not awake to a problem that to me seems the vital one today, or they were too busy really to give the data. I believe that there are a few schools where the principal and his faculty really attempt to articulate the school and the community, but I am equally sure there are many where the type of education in vogue fifty years ago still dominates."

Such is the direct evidence. The indirect is mostly to be found in the notes to the tables on pages 40-47. It points to these facts: (1) High

school curricula are much alike throughout the State; so much alike that it is a question whether they offer sufficient variation to meet varying community needs. (2) Boys and girls alike show a strong predilection for "gentle" or "white-collar" vocations. (3) The rural high schools seem to be educating boys and girls away from the country.

These findings of the Report of the Committee of Fifteen simply verify conclusions which I reached myself two years ago from a study of high school curricula, as seen in the State Directory of Secondary Schools.

All this points to one conclusion: the doctrine that the high school curriculum should be re-organized and enriched has not yet become a vital force in actual practice. In too many schools and communities preparation for college is still considered the only true aim of high school training.

Obstacles

The chief obstacles in the way of wider acceptance of the idea of articulation seem to be four: (1) tradition, which causes teachers, parents and pupils to cling to what has always been customary in the past; (2) "teacher turn-over" which prevents teachers from staying long enough in one place really to learn the needs of the community; (3) greater expense of the revised and better-articulated curriculum; (4) influence of the School Law, under which every school must prepare for college, and as a result of which the college preparatory course absorbs most of the school's funds and energy.

To combat and remove these obstacles we must rely: (1) on educating still further all groups concerned, remembering that it takes at least a generation to accomplish any great educational reform; (2) on trying to improve the conditions of teacher tenure; (3) on co-operation among the high school districts for the support of expensive courses, and possibly on greater help from the State and Nation, along the lines already laid

down in the Smith-Hughes Act; (4) on trying to secure better articulation between the higher institutions and the high schools.

Here I wish to refer again to Miss Elliott's report. It was intended to include certain "Problems yet to be Studied." But they are so well worth mentioning as bases for further discussion and study that I will state them briefly here:

Problems to be Studied

"1. An evaluation of all subject matter and a study of how best to relate it to the needs of the pupil.

"2. Are the handcraft subjects meeting the needs of pupils and community as it was hoped they would? If not, why not?

"3. Are the academic subjects still dominated too much by tradition and college requirements? If so, what is the remedy?

"4. Why is the percentage of failure high in mathematics and similar subjects, and low in

"5. Should we in future have more than one arts and crafts? Can mathematics and similar subjects be so taught as to have a low percentage of failure?

type of high school according to the varying mental abilities of pupils?

"6. Is it at all significant that only twelve teachers mentioned any plan, active or contemplated, for attempting to connect community life with that of the school?

"7. By what methods can principals help their teachers to evaluate the subject matter which they teach, so that schools and communities will articulate in the fullest measure?"

A Tangent

A brief comparison will serve to sum up and close this discussion. The buildings of a modern California high school are usually located on the outskirts of the town. All too frequently the work of the high school exhibits a similar aloofness; it is only tangent externally to the life of the community. It is however the business of us high school teachers and principals to see that this condition is changed, to bring it about that the life and work of school and community shall articulate, interlock, interpenetrate. Then we shall really begin to progress toward the true objectives of modern high school education.

ANALYSIS OF CALIFORNIA SCHOOL STATISTICS

LEONARD LUNDGREN

Director of Adult and Vocational Education, San Francisco Public Schools

THE research state of mind is cultivated only through a great deal of training and self discipline. Most men formulate a hypothesis and then endeavor to prove it to be correct. The mind-set naturally collects favorable data. Considerable effort is necessary to secure unfavorable facts. It is only human to overlook them. The true research student has learned to secure all of the facts, to eliminate those that are not necessary, to present the essentials in a logical order and in an intelligible manner, and finally to sum up his conclusions in clear convincing statements, irrespective of the premise he may have had when commencing his study.

Purpose of Graphs

The purpose of graphs and tables of figures as far as the general public is concerned is to present a correct, complete mental picture of the subject under consideration. The fact that expert accountants and others have a particular result to

secure and anticipate that their figures will be examined by others as competent as they are, has given rise to the remark, "Figures don't lie, but statisticians will figure." Therefore, before presenting statistics in published reports, tables and graphs should be carefully reviewed so that the mind of the average reader of the report will not be unintentionally misled. To make this point clear, I ask permission to cite two illustrations not taken from the Report of the Committee of Fifteen.

In the following table the column, "annual salaries paid teachers" is derived from the report for the current year of a school with which I am acquainted. The small amounts are due to the fact that several new full time teaching positions were authorized during the last half of the year. Since certain school authorities wish to know the net amount paid out for each teaching position during the year, an average of \$1,779 is shown. This figure is less than any annual salary, rate paid in the school.

No.	Annual Salaries Teachers Paid Teacher		Salary Rate Per Annum	Annual Salaries Teachers Paid Teacher		Salary Rate Per Annum
	1.	\$3,690		11.	\$1,900	
2.	2,760	2,760	2,760	12.	1,900	2,300
3.	2,300	2,760	2,760	13.	1,788	2,100
7.	2,300	2,300	2,300	14.	1,597	1,900
6.	2,300	2,300	2,300	15.	984	1,900
5.	2,300	2,300	2,300	16.	575	1,900
4.	2,300	2,300	2,300	17.	448	1,900
8.	2,300	2,300	2,300	18.	315	1,800
9.	2,100	2,300	2,300	19.	142	1,800
10.	1,900	2,300	2,300	Total	\$33,899	\$13,300
				Average	\$1,779	\$2,279

Now consider the column, "salary rate per annum." It shows the salary rate per annum for each authorized position in the school. The average, \$2,279, is the figure that the ordinary person has in mind when desiring to know the average annual salary paid.

Misleading Figures

Another illustration is from a report by a national professional society on salaries of members based on years of experience after graduation from college.

In cases like this, the average salary is deceptive to the common man. This fact has led to the

fined, since different meanings may be attached to it. For example, 14 years of age is generally taken as the whole year period between the 14th and 15th birthdays. Statistically, however, it means $14\frac{1}{2}$ years of age, for statisticians often define 14 years of age as the period a half year before and a half year after the 14th birthday. Statisticians also use other age definitions which must be understood by the reader if he is to get a clear realization of the facts set forth.

Tenure

It is not my intention to discuss every table and graph of the Report. School statistics should

Person No.	Graduation	Salary 30 years After	Person No.	Graduation	Salary 30 years After	Person No.	Graduation	Salary 30 years After
1.	\$250,000		11.	\$10,000		21.	\$6,000	
2.	20,000		12.	9,000		22.	6,000	
3.	17,500		13.	9,000		23.	5,000	
4.	15,000		14.	9,000		24.	5,000	
5.	15,000		15.	9,000		25.	4,800	
6.	12,000		16.	8,400		26.	4,800	
7.	12,000		17.	7,800		27.	4,800	
8.	12,000		18.	7,800		28.	3,600	
9.	10,000		19.	6,000		29.	3,600	
10.	10,000		20.	6,000		Total	\$499,100	
						Average	\$17,210	
						Median	\$9,000	

development of another statistical device called the median. In the above illustration, it is the salary of the average person or middle designated person if salaries are arranged as shown. In published reports, it is the duty of those compiling the specific data to supply the figure that is not misleading.

Corrected Graphs

Another device, which is misinterpreted by nearly all of us, but one that is frequently used to save paper, is the representation of unequal intervals by equal spaces. This has been done in many tables and graphs in the Report of the Committee of Fifteen. Table 4, page 39, is an illustration. Many of the graphs in the volume would look different if drawn to scale.

Table Six

In another way, Table 6 of the Report, besides an obvious error in the graph itself, raises an interesting point. The median number of students per teacher for all of the schools is stated as 14.5. Since the total number of students is 113,132 (Table 3) and the total number of teachers is 5,785 (Table 4), the average number of students per teacher is 19.5. I believe that Table 6 should have given the number of students of the median teacher instead of the number of students per teacher in the median school. These are very different quantities.

Age

Table 10 of the Report raises another question. When a technical term, such as "age" in this instance, is used in a table, it should always be de-

be compiled from the viewpoint of the average reader. The graphs and the conclusions in the contribution on "Tenure" in the Report puzzled me for some time. Finally it occurred to me that the high schools of our State have doubled in attendance during the past four years and consequently that the number of teachers must have doubled during the same period. Therefore, figures on attendance by years in the various schools should have been presented, then the number of additional teachers required each year, due to this increased attendance, should have been computed and this natural increase deducted from the figures given in the Report in order to determine the true turnover of teachers. If this had been done, the results would not have been so startling.

Questionnaires

More time than that allowed to fill out the questionnaires should have been afforded those to whom they were submitted. I can sympathize with the recipients of such gifts, since the only time I have to do such work is during holidays or week ends. I have scores of small jobs in my basket waiting for a slack time before I may give them the proper attention. If a task is to be done at all, however, as the old saying goes, it should be done as well as possible, and time is an essential element of the contract in a manner like this. At least one follow-up letter should always be sent in such cases. Business has found that follow-up letters pay. Certain parts of the Report would have

been considerably improved if more time had been permitted for the filling out of questionnaires and if follow-up letters had been used more freely.

In closing this brief and incomplete analysis,

I wish to congratulate the Committee of Fifteen and others who have contributed to this Report. A tremendous volume of valuable work has been done and I trust that it will be continued.

FACT BASIS FOR EDUCATIONAL PROGRESS

JESSE D. BURKS
Lowell High School, San Francisco

THIS discussion will be confined to a single section of the Report—Miss Struthers' chapter on "Some Adjustments to Varying Needs of Pupils in Junior High School Administration." This limitation is fixed chiefly for two reasons. First, a narrow time limit makes it necessary to hold closely to a few essential points; and, second, this section presents a remarkably concrete and significant picture of the possibilities of a scientific method as applied to the every day problems of school management.

Miss Struthers very modestly states at the outset that this study is "only a partial and very superficial attempt to state briefly a large problem and to present simple, concrete material and examples of how solutions have been attempted." While specialists in the field of educational measurement and statistics would agree with her that "there is still a groping in the dark," they would also say that the outlook and procedure described in this study place the author in the front lines of educational practice and experimentation.

Instruments of Measurement and Appraisal

The specific adjustment to varying needs of pupils with which the study is concerned, center mainly about the recognition of individual capacities as determined by the following instruments of measurement and appraisal:

1. Standard intelligence tests of both "group" and "individual" type; the results being stated as intelligence quotients which, with the pupils' ages and other facts regarding physical, educational, and social maturity, are made the primary basis for assigning pupils to working groups corresponding with their capacities and needs.

2. Data regarding the social background, home conditions, specific moral traits, racial and sex characteristics, with special reference to the difficulties and needs of "outstanding misfits."

3. Data regarding physical growth, maturity, and organic or other defects as factors determining rate of progress and proper placement of pupils.

4. Educational data based on cumulative school records, standarized achievement tests, and the judgment of teachers and principals regarding the progress, capacities, interests and attitudes of pupils.

Statistical Procedure

The statistical procedure in making the initial tentative classification of pupils is: first, to distribute the pupils in each school grade according to their chronological ages; second, to distribute the pupils as under-age, normal-age, and over-age for each grade—the two-year range in age prescribed by the State Board being taken as "Normal;" and third, to distribute the pupils within each of these three age-groups according to the familiar intelligence levels suggested by Terman—seven groups, ranging from "near genius" down to definite feeble-mindedness.

In practice, about four general groups are established for instructional purposes: (1) normal-age and under-age children of superior intelligence; (2) children of normal age and average intelligence; (3) over-age children of normal intelligence (educationally retarded); and (4) over-age children of inferior intelligence (mentally retarded). The actual placement of individual pupils belonging to one or another of these statistical groups is determined in the light of all available facts, including the judgment of teachers.

Advantages of Classification

There is a growing, though by no means unanimous, opinion among students of education that such a classification as that here described probably has distinct advantage to all of the mental-level groups facilitating their instruction, reducing the difficulties of discipline, and lending itself to a sounder adjustment to children's needs. Many experiments with such classification are now underway, the concrete results of which must be awaited before final judgments are reached. The claims for homogeneous grouping are well summarized by Miss Struthers, though perhaps without full recognition of the classes for gifted children. (Cf. 23rd Year book, National Society for the Study of Education).

Such a classification introduces special problems related to the assignment of teachers; to the construction of curricula and time schedules; and to other details of organization and method. Some of these problems are admirably considered in this paper by the several class groups of varying study. The outline of steps to be taken in making

a class schedule, for example, is a clear and entirely workable plan, providing the flexibility required by mental levels. The procedure is so orderly and so explicitly described that it should help everywhere to prevent much of the confusion and loss of time that frequently marks the first week of a school term.

Scientific classification is the chief subject of this study. Important as it is, however, such classification—as the author herself clearly recognizes—is only a first step toward meeting the varying needs of children. In scores of other directions, educational and mental measurements must be made and sound statistical methods applied, if we are to answer with assurance such questions as the following, which the imaginative reader will discern between the lines of this report:

Questions

1. Do the varying needs of dull, normal, and superior children require specialized teachers as well as specialized teaching methods and materials?
2. How are such teachers to be selected and assigned and their efficiency reliably determined?
3. How can the serviceability of text books for different types of pupils be determined by accurate tests rather than by unreliable judgment?
4. What subjects and how much of each subject can be and should be mastered by pupils of each grade and mental level? For example, how many and what specific words for spelling or for reading; what selections, within the comprehension and appreciation of a group, for silent and for oral reading; what facts and what principles of elementary science; what experience that will provide reliable indices of vocational capacities?
5. What specific habits and attitudes can be established or modified at various stages in the development of the varied types of children? By what methods can such changes be effected; and how can the changes be objectively and reliably measured? For example, how and to what extent can individual initiative, appraise power to relative values, and to recognize specific social and moral standards be stimulated and strengthened?
6. How much and what type of drill are essential

in the training of children of superior, average, or inferior mental levels? What definite means will best promote correct methods of study, power of analysis and comparison, and capacity for constructive thinking?

7. What types of "enrichment," and how much of each type, will most effectively meet the needs of superior children; give them full opportunity for the exploration and discovery of their special aptitudes; and lead them most directly toward the frontier of their abilities? What corresponding adaptations in curriculum and in social activities are necessary for children of inferior and borderline mental capacity?

Need for Facts

These are simply random examples of the fundamental questions that might be listed. They are a challenge to the professional student of education who insists upon facts rather than guesses as the basis of his conclusions. Reliable answers can be found only by intelligent experiment, careful measurement, and precise statistical methods.

Miss Struthers makes it clear that far more is already known than is being generally utilized in the classification of pupils according to capacities and needs. Doubtless she is utilizing the best available methods to observe and measure the educational results due to the plan of classification and to the other adjustment described in her study. She will render a large service when she makes available statistical summaries of the measurable results showing the direction, magnitude, and correlations of these results.

Such scientific measurement and statistical methods provide the opportunity, never until recently possible in education, for accurate analysis and comparison; for the ready interchange of experimental data; and for professional cooperation on a wide scale. Would it not constitute a significant and commanding enterprise in education for the High School Teachers' Association, as proposed by its Committee of Fifteen, to undertake a State-wide, continuous program for such cooperation and interchange?

CURRENT TENDENCIES IN COMMERCIAL EDUCATION

Charles G. Reigner, Baltimore, Md.

LIFE in an organized community never becomes static. Any philosophy of education, to be valid, must change as economic and social conditions change.

Secondary education must "face frankly the facts of the present and vision the possible future rather than keep relying on the past." So writes Pro-

fessor Rugh in the altogether admirable Report of the Committee of Fifteen.

The fundamental principle in the "reorganization of secondary education" is continuous adjustment to continuously changing conditions.

Vocational education has been given its rightful place as one of seven cardinal objectives of second-

ary education. Commercial education is the oldest, most widely distributed, and most familiar form of vocational education.

Socialization

The new impulse in the direction of "socializing" courses of study so that they shall be responsive both to the needs of the pupil and to the needs of society has nowhere met with a more hearty welcome than at the hands of commercial teachers. The subjects which compose the commercial curriculum touch human life at every vital point. Commercial education is fortunate in that there is no need for creating "social values" by dragging in forced and artificial contracts with modern life.

The outstanding current tendencies in commercial education find expression in two main directions: (1) the restatement of objectives, and (2) the development of a scientific methodology.

Objectives

In no vocational subject can the objective be derived from our inner consciousness. We cannot ordinarily fit the job to the individual; we are therefore compelled to fit the individual to the job. But first we must know in detail what the job is. Investigation alone can determine the characteristics of the job—its working conditions, the operations through which the worker goes, and the material with which he works. The analysis, organization, and presentation of that raw material in logical, systematic fashion for teaching purposes is a professional educational problem.

But objectives are both "immediate" and "remote." The remote—the general educational—values of the study of bookkeeping and shorthand, for example, can be realized only as the student becomes vocationally efficient. The balance must be evenly held. Extreme specialization is as unwise as extreme "generalization." The funds of society devoted to public education are not justifiably expended in the development of technical efficiency to what might be called the "expert" stage.

Bookkeeping

Bookkeeping is the business subject *par excellence*. Its vocational value is apparent. Yet a shift of emphasis is necessary. The study and application of the principles of debit and credit need to be correlated with a study of the motives which underlies every business transaction and the effects which flow out of it. When we teach bookkeeping in that mental attitude, each record in the books of account—dry and prosaic enough in itself—becomes a link in the chain which the great modern adventure—Business—is continually forging.

It is well to remember too that shorthand is but one way of writing the English language. A pupil may be ever so well trained in the technique of

shorthand and yet fail utterly in turning out a good product because he is lacking in a knowledge of sentence construction, punctuation, and spelling. English teaching certainly ought to contribute directly to the pupil's ability to transcribe his shorthand notes. On the other hand, shorthand teaching ought to reinforce the more formal and general instruction in English. Experience demonstrates that it is possible to go still further and weave into our shorthand instruction systematic training in those phases of English directly applicable to the transcription of shorthand notes. The departmentalized organization of the high school curriculum, while making for efficiency in instruction, has a tendency to pigeon-hole subjects in the student's mind so that their divergencies rather than their relations are emphasized. Stressing the relationship existing between language and shorthand in the shorthand class has therefore definite "carry over" value.

Secretarial Practice

The growing tendency to organize secretarial practice courses in public secondary schools is a recognition of the fact that shorthand teaching has been too largely concerned with technical minutiae with insufficient provision for the development of initiative, resourcefulness, and independent thinking. The Committee on Business Education of the Commission on the Reorganization of Secondary Education reports: "The need that business education has recently undertaken to meet is the training for secretarial work of those who have had a broader fundamental education." The Commission recognizes clearly that stenography and typewriting are elements—but elements only—in the training of secretaries.

The newer objectives in commercial education are therefore broader and more comprehensive—they take definitely into account promotional possibilities as well as immediate job getting.

Methodology

The technical commercial subjects are in considerable measure skill subjects. Experimental psychology, which observes and studies inductively the operations of the mind so that the laws which control learning may be analyzed and formulated, has immediate and specific contributions to make to the teaching of skill subjects in which habit formation and drill play a large part. Experimental work in the laboratory is providing us with answers to questions such as these: How many times can a given act be repeated with profit to the learner in the way of increased speed and accuracy? What is the most effective length of the practice period? The "law of repetition," which has emerged from such laboratory studies, may be

stated thus: The simpler an act the more times it can be repeated with profit to the learner; and conversely, the more complicated an act the fewer times it can be profitably repeated.

The Art of Teaching

Teaching will always be essentially an art—the play of human personality upon human personality. But it is an art based on Science. We need, therefore, to study the *science of education* so that we may practice the art of teaching with more satisfaction to ourselves and with more far-reaching

ing and enduring consequences in the lives and thought processes of boys and girls.

The commercial teacher has rendered and will continue to render a service which is one of the high lights in a civilization so intensely commercial as our own.

Mr. Reigner is associated with The H. M. Rowe Company and is the author of a number of secondary school textbooks in the commercial field. A copy of an extended reprint of this discussion may be had on request by addressing The H. M. Rowe Company, 143 Second Street, San Francisco, California.

A BUSINESS MAN'S VIEW OF EDUCATION

H. A. BINDER

General Agent, Massachusetts Mutual Life Insurance Company, San Francisco

H. A. Binder, author of the following article, is well-known in insurance circles through the United States, and ranks as one of the four leading producers of business in his company. During the past year he wrote more than \$1,500,000 in policies, besides building up an agency organization. Mr. Binder is not only a "star" in the insurance business, he is also a writer and is well-known as such in the insurance field. He has written a number of pamphlets upon insurance topics and has contributed frequently to insurance magazines.

CLASS - ROOM discipline may overcome the tendency on the part of our youth to emulate infractions of the law as seen in many homes today, and should lay in the mind and heart of the child a foundation for good citizenship and worthy character.

Selection of Employees

The modern business man gives a great deal of thought to the selection of his employees. The applicant with a trained mind, the one having a higher education, is more acceptable to him than is the one with an elementary training. Business men know, that the earning power of educated men is greater than that of the uneducated. Hence, education is "*capital to the poor man, and interest to the man of means.*" The longer a boy or girl remains in school, the more certain it is that he or she will find a happy and acceptable permanent occupation. Many young people who leave school too early, working too often in blind alley jobs, lose their jobs because of lack of training.

Education and Earning Power

Several years ago, a committee investigated among two groups, the money value of education. They found that the group composed of children leaving school at age 14 had upon reaching age 25, an average earning capacity of \$650; whereas, the group remaining in school four years more or until age 18 had upon reaching age 25 an average



earning capacity of more than \$1500 per year. Hence, four years of education meant an increase of 1½ times in the income received. The same relative percentages would prevail at this date in the increased salaries now being paid.

A recent crime survey of 2,500 prisoners shows that 75% of them was composed of persons "who are without mechanical or trade skill." Four hundred and thirty-two were illiterate; 680 barely could read and write; 785 had reached the fourth grade; 496 the eighth grade; 82 had attended high school; only 25 had been in college.

It is of interest to know that many business houses employing large groups, subscribe to the bulletins issued by the Bureau of Education, U. S. Department of the Interior. These business men have studied Bulletin No. 34, containing the information that a place in "Who's Who in America" has been gained by only 31 out of 5,000,000 with no schooling; by 1,245 out of 2,000,000 with a high school training; and by 5,768 out of 1,000,000 with a college or university training. If we use the division table, we find that the child with no schooling, has one chance in 150,000; with an elementary training one chance in 40,841; with a high school training one chance in 1,606; and with a college education, one chance in 173.

Desirable Developments

In the future, the business and professional men will be held to answer for the shortage of educated citizens, through public failure to provide: (1) Modern school buildings, (2) A plan of thrift education, (3) Liberal salaries for teachers.

(1) Modern attractive school buildings. Such structures themselves are splendid investments for any community. Parents prior to settling in any

city, usually investigate the school conditions as to their form of construction, from the viewpoints of safety, and sanitary and playground facilities.

(2) Establishing a plan of thrift education. It would be a vast benefit if a parent were shown the advisability of setting aside a sum, soon after birth of a child, either through life insurance or some other source of investment, for the purpose of providing a fund sufficient to continue the higher education of the child after it had attained the age of fourteen or fifteen years. This in our present modern method of finance and investment, may be easily accomplished by the thoughtful, foresighted parent, who takes upon himself the responsibility of properly equipping the child for life's battle.

(3) Well-paid teachers. Business men look upon the money expended for education as a means of insuring financial and social returns. Teachers are so engrossed with their high duties that they are frequently poor salesmen of their own qualities and abilities. It is the duty of business men to sell the teacher's value in the community to the people at large.

The success of business depends upon well-trained and efficient managers and employees.

Commercial and industrial success is contingent to a large degree upon the work done in the schools. Hence, business men believe in fair and full salary schedule arranged on the basis of the professional preparation and experience required to attract and hold the very best educational talent that the nation can produce. While we favor economical use of public money, we do not favor curtailing school expenditures to such a point, that the schools can not secure the services of teachers of superior ability and experience. Such a policy would be exceedingly shortsighted.

Appreciation of Teacher Service

I know that the majority of teachers are in the work, because they are perfectly happy in the contribution they are making toward the future well-being of our citizens. Many of them could enter other vocations, and secure a greater monetary return for their efforts, but they are not financially minded. In this day when business crowds every other thought out of the lives of most of us, it is good to see that somewhere there are some men and women who, for inadequate recompense, are devoting their time, their energy, and their thought toward the maintenance and perpetuation of our educational institutions.

ANNUAL MEETING OF CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

The Annual Business Meeting of the California High School Teachers' Association was held in Room 113, Agriculture Building, University of California, Tuesday afternoon, July 15, 1924, following the program of the day.

The meeting was called to order at 3:30 by President Horace M. Rebok. Mr. A. J. Cloud acted as temporary secretary.

The following officers were nominated by petition and unanimously elected:

President—Horace M. Rebok, Santa Monica.
Secretary—A. H. Chamberlain, San Francisco.
Directors—North Coast Section—Bruce Painter, Petaluma.

Bay Section—R. D. Faulkner, San Francisco.
Central Coast Section—Thos. McQuiddy, Watsonville.

Central Section—Roger S. Phelps, Corcoran.
Northern Section—Jas. O. Osborn, Redding.
Southern Section—Homer Martin, Santa Barbara.

The following resolutions were duly presented and considered:

No. 1. Near East Relief.
"We recognize the educational value of NEAR EAST RELIEF for the school children of America; the helpfulness of observing International Golden

Rule Sunday; and the necessity of sustaining the orphans dependent upon America for their physical support and training them to become useful citizens in the Near East, and

WE THEREFORE RECOMMEND:

To teachers a personal study of this cause as a means of education as well as of philanthropy, and

To schools such cooperation in connection with International Golden Rule Sunday plans, clothing and milk appeals, or other methods as will instill into the children of America a spirit of service in their community in behalf of the unfortunate children of the Near East, and as may be in accord with the laws of the State and the welfare of the children."

Moved by Mr. Cloud, seconded by Mr. Farris, and unanimously adopted.

No. 2. Continuance of Research Work.

"Resolved that the California High School Teachers' Association at its annual meeting of July Fifteenth, 1924, expresses its sincere appreciation for the excellent and faithful services rendered by the President and other officers, and particularly by the members of the COMMITTEE OF FIFTEEN. The completion of the preliminary

SCHOOL TEACHERS' ASSOCIATION

basic report as now published in a volume which has been received with great favor in all parts of the country; and endorses the proposal outlined in the introduction to the Report for the carrying on of this project as a continuing enterprise.

Be it further resolved, that it is the sense of the Association, that the officers and directors of the Association are hereby authorized and instructed to take such steps as may be necessary for the efficient continuance of similar studies, investigations and research work in the field of secondary education.

Moved by Mr. Keyes, seconded by Mr. Faulkner, and unanimously adopted.

No. 3. Thanks to the University.

THAT the hearty thanks of the Association be given to the University of California for its courtesy and hospitality in providing a meeting place for the annual session of the Association.

Moved by Mr. Cloud, seconded by Mr. Farris, and unanimously adopted.

No further business being presented, the meeting was adjourned at 4:00 p. m.

Respectfully submitted,

A. J. CLOUD,
Temporary Secretary.

Directors 1924-1925

Bay Section:

C. E. Keyes, Oakland.
R. D. Faulkner, San Francisco.

Central Coast Section:

Nicholas Ricciardi, Sacramento.
Thos. McQuiddy, Watsonville.

North Coast Section:

Geo. C. Jensen, Eureka.
Bruce Painter, Petaluma.

Central Section:

Robt. J. Teall, Madera.
Roger S. Phelps, Corcoran.

Northern Section:

L. P. Farris, Oakland.
Jas. O. Osborn, Redding.

Southern Section:

W. H. Hughes, Pasadena.
Homer Martin, Santa Barbara.

PROGRAM

General Theme:

Report of the Committee of Fifteen Morning Session

- Address of the President,
Horace M. Rebok, Santa Monica.
- Articulation of School and Community,
Roger S. Phelps, Principal Corcoran High Schools.

3. Analysis of California School Statistics:

- (a) Dr. Leonard Lundgren, Director of Adult Education, San Francisco Public School.
- (b) Dr. Jesse Burks, Lowell High School, San Francisco, Calif.

4. A Business Man's Views on Education, H. A. Binder, General Agent, Massachusetts Mutual Life Insurance Co., San Francisco.

Noon Recess Afternoon Session

- The Near East Relief,
Dr. Frank R. Buckalew, Executive Secretary, Near East Relief, Pacific Region.
- Current Tendencies in Commercial Education,
Dr. Charles G. Reigner, Author, Editor, Lecturer, Baltimore, Maryland.
- The C. T. A. Placement Bureau,
Mr. L. P. Farris, in charge.
- The Teaching Load of High School English Teachers in California High Schools, (*Report of an investigation*).
Miss Violet Helt, Berkeley High School.
- Business Meeting. Election of Officers.

C. T. A. PLACEMENT BUREAU

Central Office, 933 Phelan Bldg.,
San Francisco
Berkeley Branch Office, Eastman Bldg.,
Center and Oxford Sts., Berkeley
Los Angeles Branch Office,
525 Van Nuys Bldg.,
7th and Spring Sts., Los Angeles

HIGH SCHOOL PRINCIPALS AND TEACHERS

The Placement Bureau is a self-service bureau conducted by the State Teachers' Association for the benefit of its own members. It can succeed only in proportion to the interest and support of teachers, principals and employing officers.

Those interested in placement or in securing teachers for the territory comprised in the Southern Section of the Association (Counties of Imperial, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, Ventura) should carry on their negotiations with the Los Angeles office.

Those desiring placement or teachers for any portion of the state other than the South should correspond with the Berkeley office. Records filed in any office will on request of a registrant be duplicated in the other offices. The head office, for this as for other C. T. A. activities, is in San Francisco.

WHAT IS A SCHOOL FOR?

WILL C. WOOD
State Superintendent of Public Instruction, Sacramento

IN the book of Genesis we are told how the sons of Noah, after the flood, made their way from the East until they came to a pleasant land on the plain of Shinar. In the absence of something better to do, they undertook to build a tower that would reach from this footstool to the very throne of God. We are also told how the Almighty, displeased with this unholy trespass, came down in His wrath, confounding their language and scattering them abroad from thence upon the face of the earth. Whereupon the tower of Babel became merely a heap of rubbish and a matter of tradition among Semitic peoples.

When I survey the reasons alleged from the existence of the public schools and listen, as I am obliged to do, to the importunities of various sects, societies, blocs and interests, all anxious to make the schools serve their own special needs or what they consider to be the fundamental needs of society, I am impressed with the fact that with respect to education, there is a veritable Babel of aims and purposes.

Individualism

For example, we have exponents of the philosophy of individualism holding very strenuously that we are trying to do too much for the young people; that the most to be expected of the public schools is that they shall round the children fairly well in the fundamentals. Any education beyond the fundamentals should be reserved for those only who have either wealth or the will to secure such additional training for the work of life. They talk a great deal of the evil of "coddling" young people by giving them too much in the way of schooling and they also speak of the folly of "casting pearls before swine." Those who believe in this philosophy regard the secondary school and the free state college as luxuries and impositions on the taxpayers.

Social Philosophers

We also have with us social philosophers who believe that the schools should take into account all the multifarious defects of human kind and set about to overcome them through changes in, and additions to, the course of study. If there is waste and extravagance displayed by the people of the land, the social philosophers hold it to be the duty of the schools to teach thrift and conservation. If statistics show that the cigarette habit is growing, they urge that the schools must do something about it. If lawlessness is rampant, if reckless boys break the speed laws and do injury to

life and limb because of their foolhardiness, the social reformers feel that the schools should put something into the course of study, or at any rate have the pupils write essays on the subject.

The Social Omnibus

If silly girls, seized with the "movie fever" make their way from home some night, while their parents are at a Mah Jong party, and journey toward Hollywood, only to become stranded along the way, what better agency than the schools can be suggested for checking the wander-lust or the picture-lust? To philosophers of this type of school is the vehicle for working every social reform, for correcting every evil. They do not realize that the school is only a human institution and that if it were to take on all the burdens of human kind, it would soon be in the predicament of the donkey that starting for London one fine morning, bearing only a small bag of oats, was imposed upon by every farmer and housewife along the way until he fell, with his back broken, long before he got within sight of the city.

Faith In The Schools

One of the amazing things about the public attitude toward the schools is the *abiding faith* in the curative effect of a course of study. They seem to feel that if a discussion of any evil or shortcoming of society can be placed in the course of study, if the schools will only give the young people information about it, the evil in some mysterious way will disappear. They fail to take account of the fact that most of the evils of which they complain are due to lack of training rather than lack of information. The discussion of evils frequently has the undesired effect of interesting young people in the very evils they are being warned against.

Propagandists

We also have an ever increasing number of propagandists who regard the school as a fertile field for their crafty and insidious art. They have joined the disciples of individualism and social reform in an effort to give an answer to the query, "What is a School for?" During the Great War, the school people allowed the mangy camel of propaganda to get his nose inside the school tent and ever since he has assumed that he has at least a community interest therein. It is unfortunate that wars seemingly cannot be fought without propaganda, which may be defined as a twisting and warping of the truth to serve a partisan cause,—a practice which can be defended

only on the ground that the end justifies the means.

Teaching Hatred

During the last war for example, we taught our pupils to hate the Germans and everything German. We allowed propagandists to come before our student bodies and work their impressionable minds up to a high state of excitement by telling horrible tales of atrocities alleged to have been committed by the enemy,—tales about Belgium children with their hands cut off and about inhuman attacks on non-combatants on sea and on land.

Perhaps this sort of thing is necessary in time of war, but I cannot but regret that we found it necessary to teach even the children hymns of hate. On every hand we see the fruits of such propaganda of hate. When the passion of hate has been fanned to a flame, that flame frequently gets beyond control. Since the war, we find that it has leaped over the bounds we had set; it is now working its destructive force in sectarian controversies and in bitter partisanship. Nation is suspicious of nation, class is suspicious of class, race is suspicious of race. Even our neighbors are sometimes under surveillance, because of the carry-over of suspicion and heresy-hunting from the war.

Intolerance runs riot and threatens the peace of many neighborhoods. America is threatened with an epidemic of *false Americanism* and *false Christianity*, which upon analysis, proves itself to be nothing but medieval bigotry carried over into the twentieth century. During the war, we sowed the winds of propaganda; today we are reaping the whirlwinds of bigotry and passion. Our experience with propaganda during recent times should be a warning against its use so promiscuously in the future. We cannot afford to countenance the use of propaganda in time of peace, whatever may be its justification in time of war. And above all, we must insist that the school is an institution devoted to the great truth and not to the fostering of partisan views.

Teaching Fear

The propagandists learned during the war that the schools are among the best agencies for publicity in America. They also learned from the experience of Germany that the minds of children may be so moulded in the schools that independent thinking in after-life may be checked or controlled. After the war was over, the propagandists had to find a new field for their activities. Having learned to sell hatred so well and so profitably during the war they chose to make another kindred emotion their chief stock in trade in time of peace.

They began to sell the American public a large stock of fear. They regaled us with tales of radicalism and Bolshevism; told us of schools where communism was alleged to be taught and of clandestine meeting of red radicals for plotting the overthrow of our government. They began to tell us of the rising tide of crime. We were led to believe that America is placed over a volcano. Many an American audience left the hall after the propagandist had held forth about the dangers alleged to threaten, convinced that our country was on the verge of revolution and resolved to do something about it. Immediately thought turned toward the public schools.

Propagandists became heresy hunters, poring over every textbook to find seeds of destruction that might take root in the minds of the young people. They also began to find alleged propaganda designed to foster friendliness or enmity toward other people and to denationalize our American population. Where they could find nothing real, they found a way to invent dangerous doctrines and attribute them to the textbooks. They picked out a word here and a phrase there, a sentence here and a paragraph there, and piecing them together out of their context they succeeded in some instances in conjuring up a veritable bogey.

Humbug

Humbug is the one word in the English language that may appropriately be applied to the product of their labors. However, the time will come, and I think very soon, when the charlatans who work upon ignorance or prejudices to accomplish their ends will be scourged from the temple of scholarship which they are now desecrating.

It is this selfsame group of professional propagandists who have spread reports about the prevalence of radical and anti-christian teaching in our universities and high schools. When they have been challenged to produce the proof they have invariably failed to do so. They usually rest their charges upon sweeping general statements that leave them without the pale of libel. The purpose of all such propaganda is to so enthrall the minds of teachers that they will fail to teach the truth. *The aim is to promote a reign of terror in the realm of scholarship and to destroy academic freedom.* I believe that nowhere is there a more honest thought and loyal teaching than there is among the teachers of America, and I hold it a blow to the ideals of America when paid propagandists endeavor to convey the impressions that our schools are nests of disloyalty and infidelity.

The Industrialist

The social standpatter who demands that we confine our teaching to the sacredness of things

as they are or have been, the social reformer who demands that we prepare our young people according to his own prescription to live in the ideal world conceived of in his own warped mind, and the professional propagandists who wants to use the school for the purpose of teaching young people to believe the particular doctrines he is paid to purvey are not the only ones who would load us with the burden of their demands.

There is also the man of industry who holds the schools responsible for the lack of application to hard work and for a certain lack of adaptability to factory routine by the youths whom he employs. It is this type of citizen who believe that compulsory education laws are bad and that child labor is, within certain dimly defined limits, a good thing. He believes in his heart, though he dare not express it openly, in the stratification of human society so that his factory may have a sufficient supply of workers who will work hard and take orders, never asking the reason why, always ready to do or die.

We may be thankful that we have not very many men of this type in industry but we must

not lose sight of the fact that the few who do believe such doctrines are very powerfully organized. These men would have the school converted in large measure into shops for the training of the majority of youths to manual occupation.

We also have the man of business who holds the schools responsible for the failure of young people fresh from school to meet the demands of business which are pitched, not for inexperienced young people, but for men and women of experience. He demands wisdom and technical skill in young people when they come from school, in spite of the fact that the experience of the world shows that wisdom comes only with years and that technical skill can be developed best while the youth is actually on the job in which the technique is required.

About the only things with respect to education about which there is any degree of unanimity among laymen is the need for reading, writing, arithmetic and spelling. When they get beyond these four subjects in their discussion of education, there is the widest disparity of opinion.

ADDRESS

A. C. OLNEY

State Commissioner of Secondary Schools, Sacramento

ALL mind, says H. G. Wells, is divided into two types. One interprets the present in terms of the past. The other thinks of the present in connection with what is to come from it in the future. The former he calls the legal or submissive type. The latter is the legislative, the constructive, or the masterful one. Both types are present in the normal individual. The dominant type shows itself in the method of approach in attacking a problem.

The submissive outlook is that of the great majority, the creative mind that of comparatively few. The habit of judging the present by reference to the past perhaps explains the trend of certain statements, which have been handed down to us from the past, concerning the character of the youth of various periods.

Failings of Youth

From the beginning of written history, every generation has had its pessimistic fling at the younger generation of the time. It is said that the oldest known piece of writing in Egyptian hieroglyphics, set down some 5,000 years ago, consists in a lament over the passing of the good old days.

Washington, in writing to his friend Benjamin Harrison, in 1778, said: "If I was to be called upon to draw a picture of the times and of men,

from what I have seen and heard and in part known, I should in one word say that idleness, dissipation, and extravagance seem to have laid hold of most of them; that speculation, peculation and an insatiable thirst for riches seem to have got the better of every other consideration and almost every order of men. I need not repeat to you that I am alarmed and wish to see my countrymen aroused."

Gayley's Dirge

Professor Gayley, delivering the 1909 commencement address at the University of Michigan, spoke in somewhat similar fashion.

"The world of learning was never more worth preparing for. Why is it then that from every university in the land and from every serious journal there goes up the cry: 'Our young people were never more indifferent.' How many nights does the student spend in pursuits non-academic? How great a proportion of his days? What, with so-called "college activities" by which he must prove his allegiance to the university, and social functions by which he must create his jaded soul, no margin is left for the one and only college activity—which is study.

"Class meetings, business meetings, committee meetings, editorial meetings, football rallies, base-

ball rallies, pajama rallies, vacarious athletics on the bleachers, garrulous athletics in the dining-room and parlor and on the porch, rehearsals of the glee club, rehearsals of the mandolin club and of the banjo, rehearsals for dramatics, (a word to stand the hair on end), college dances and class banquets, fraternity dances and suppers, preparations for the dances and banquets, more committees for the preparations; a running up and down the campus for ephemeral items for ephemeral articles in ephemeral papers; a soliciting of advertisements.

"A running up and down in college politics, making tickets, pulling wires, adjusting combinations, canvassing for votes—spending hours at sorority houses for votes—spending hours at sorority houses for sentiment; talking rubbish about his high jinks, rubbish about low, rubbish about rallies, rubbish about pseudo-civic honor, rubbish about girls—what *margin of leisure is left* for the one activity of the college, which is study?"

Devolution

If each generation had been a little worse than the preceding, some Darwin would have long since devised a doctrine of devolution to account for the descent of man. This generation has its critics of our youth. Perhaps these same pessimists were once young themselves. If so, they were probably criticised in their turn. Of them Robert Louis Stevenson says: "A man finds he has been wrong at every preceding stage of his career only to deduce the astonishing conclusion that he is at last entirely right."

National Heroes

Our ideals are personified in our national heroes. Washington represented liberty under law; Lincoln, humor, kindness, honesty, courage; Roosevelt, sportsmanship and the square deal; Wilson, stimulation to service; Herbert Hoover, equality of opportunity. These two ideals last named represent our changing definitions of our aspirations. In the history of the expanding meaning of these ideals, is bound up the history of our spiritual growth as a nation.

Ex-Commissioner of Education Claxton once said: "If democracy has any valuable and ultimate meaning, it is equality of opportunity. But there can be no equality of opportunity without equality of opportunity in education. If to any child this is denied and it is permitted to grow to manhood or womanhood without that education which prepares it for good living, for the duties and responsibilities of citizenship and for making an honest living by some intelligent, useful occupation, then there is nothing which individual or society can do, nothing which man or God can do to make good the loss."

Hoover vs. Frozen Strata

"Our individualism," says Hoover, "differs from all other because it embraces these great ideals: That while we build our society upon the attainment of the individual we shall safe-guard to every individual an equality of opportunity to take that position in the community to which his intelligence, character, ability and ambition entitle him; that we keep the social solution free from frozen strata of classes; that we shall stimulate effort of each individual to achievement; that through an enlarging sense of responsibility and understanding we shall assist him to this attainment while he in turn must stand up to the emery-wheel of competition."

Our ideal equality of opportunity formerly meant an opportunity to run the gauntlet at the end of which the survivor received an education for some profession. Even yet we must provide 100 at the beginning of the gauntlet in order to secure two who will win through to the goal.

Equal Opportunity

Equality of opportunity today means the recognition of the wide variation among individuals and the offering of an opportunity to each one to make the most of his own abilities and capacities for himself first, and then for service to others.

Intelligence should not be the only trait used in determining whether or not the door of opportunity in education shall swing open. At the University of Washington, Professor Alex C. Roberts made a study of the records of the students whose intelligence rating was very low, D and E. A little over half of this group had made satisfactory university records. The university record of many showed great improvement during the four years and several made honor grades. They possessed desirable traits of character not measured by the intelligence tests.

It is still an open question as to whether any tests yet devised adequately measure intelligence. We are sure that no satisfactory tests have yet been made that measure other qualities perhaps just as valuable as high intelligence. Equality of opportunity in education means not only a chance to start out to secure one type of training, but a chance to secure that kind of work, which is best suited to his need and to his capacity.

The Changing Curriculum

A high school whose curriculum was made 30 years ago and has not undergone radical changes since, was either far from efficient then or is a misfit now. *The content of many, perhaps most, secondary curricula need revision.* Waste matter needs to be discarded to make way for more valuable and more interesting material. Some subjects

Is Your Business Arithmetic Course of High School Grade?

For many years there have been serious complaints about the organization and content of the courses in business arithmetic. The subject has suffered too for lack of suitable modern textbooks.

On June 26, 1924, the State Board of Education adopted the following resolution:

"Resolved, that, after July 1, 1925, the State Board of Education will approve no high school course of study which allows credit toward high school graduation for elementary school subjects including penmanship, spelling and commercial arithmetic as regularly organized courses; provided, that credit may be given for courses in these subjects if they are of high school grade and standard."

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already repeated in the elementary school are again repeated in the high school.

Penmanship, spelling and arithmetic are some of these. Textbook repetition in the lower schools is to be condemned. A second repetition is inexcusable. Large blocks of certain courses in English literature which remain in our curricula because they always have been there or because some specialist had once placed them there, serve little purpose save to discourage and to drive away those who can find no interest in them. Many are inferior, some are only stupid, a few are vicious. Others make an appeal neither to childhood nor to adolescence. *Let us away with all such!*

No doubt much of this classic material "ought" to be appreciated. But perhaps maturity is necessary to secure that appreciation. It may be that there is some modern material which would be appreciated. Modern material is not necessarily bad.

Idolatory

It is time for all teachers, parents and other good citizens, to bewail our misfortune if it ever comes to that when our youth lose a certain amount

of radicalism, buoyancy, high spirits, and lofty ideals.

When this condition comes, tradition will hold us in his power, and we shall become a nation with a backward look. As Professor Gayley says, "our ideals will become idols, incapable of growth." Our institutions must maintain a certain elasticity, that they may carry forward the banners of our ideals and plant them on new heights when the main body of our army of public opinion has caught up with the first objectives. The new heights are the new and higher interpretations of the old names.

Those who use the past and present to interpret the future realize that progress grows ever more rapid. The evolution of man from the elemental stirrings of life to his present position argue as great a progress in the future. Wells says:

"All this world is heavy with the promise of greater things, and a day will come, one day in the unending succession of days, when beings, being who are now latent in our thoughts and hidden in our loins, shall stand upon this earth as one stands upon a footstool, and shall laugh and reach out their hands among the stars."

THE CO-ORDINATION OF SCHOOL AND COMMUNITY INTERESTS

NICHOLAS RICCIARDI
State Commissioner of Vocational Education, Sacramento

THE Nation's annual income is reported as being over \$70,000,000,000. That income is made possible by the efforts of all the workers of the nation. The communities which contribute must have the largest number of trained workers and producers. The communities which have the largest number of trained workers *invariably have the best schools*. Communities with the best schools have the most effective co-ordination of school and community interests. Even if we think of the co-ordination of school and community interests merely in terms of dollars and cents, it is decidedly worth-while to establish effective co-ordination in every community. There are also many other values and advantages to be derived from the effective co-ordination of school and community interests.

The Worth-While Community

The worth-while community of today is built upon the boys and girls of fifteen or twenty years ago, who were started right and trained right. The worth-while community of fifteen or twenty years hence is being built upon the boys and girls of today who are getting the right start and the right training. "The whole human world of tomorrow is under training today." The kind of

product we turn out depends in large measure upon the effective co-ordination of school and community interests.

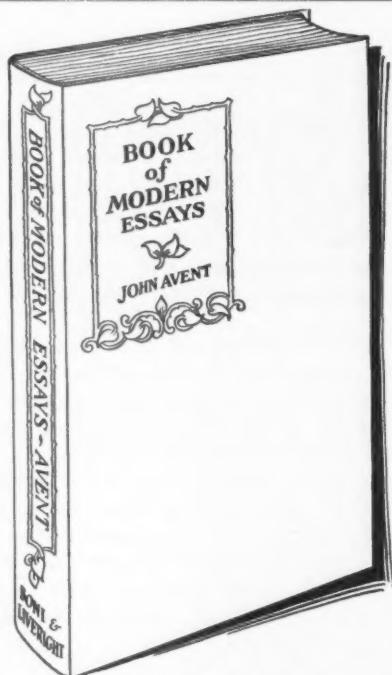
A Major Responsibility

To help boys and girls find themselves and train them successfully for their life work is indeed the biggest community reform we have. To discharge that responsibility most effectively there must be the co-ordination of school and community interests. The outstanding community responsibility is to make *boys and girls*, who are mentally normal, *the community's best assets* by fitting them for their life work through full-time or part-time education.

Is public education for those who are fortunate enough to attend full-time schools until they are graduated? Or is it intended to fit for useful employment and good citizenship all young people who are mentally normal, *regardless* of whether they are attending full-time or part-time schools? I believe it is the latter. We should concern ourselves with part-time education as sincerely and zealously as we do now concern ourselves with full-time education.

Aims of Part-Time Education

Part-time education is intended to guide young people during their critical years. Under proper



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General Editor
HERBERT BATES

Chairman of the Department of English of Manual Training High School, Brooklyn, New York, and formerly of the University of Nebraska.

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of reading an essay with intelligent appreciation has long been one of the aims of teachers of English; and progressive teachers see clearly that a necessary step in setting up this habit is to bring their students into contact with writers who are makers of the literature of our own day. Innumerable plans of this kind, however, are frustrated merely because separate volumes are inaccessible.

Mr. Avent, as head of the Department of English of one of the largest New York City High Schools, has been a close observer of the reading interests of high school students. From the writings of some of the most distinguished contemporary men of letters he has selected essays which make a natural appeal to the reading interests of eleventh and twelfth year students.

CONTENTS

William James	A. C. Benson
The Social Value of the College-Bred.	Behold, this Dreamer Cometh.
E. V. Lucas	Walter Pritchard Eaton
From "Adventures and Enthusiasms"	Bridges
On Secret Passages; Aunts; On	Richard Le Gallienne
Shops and Stalls; My Friend Flora;	An Old American Towpath.
On Epitaphs; The World's Desire.	Samuel M. Crothers
Henry Seidel Canby	'Every Man's Natural Desire To Be
Poetry for the Unpoetical.	Somebody Else.
G. K. Chesterton	Joseph Conrad
From "The Uses of Diversity"	Some Reflections on the Loss of the
Lamp-Posts; On Pigs as Pets; More	Titanic.
Thoughts on Christmas.	Woodrow Wilson
Agnes Repplier	Abraham Lincoln.
Money.	Hendrik Van Loon
Henry van Dyke	A New World.
A Holiday in a Vacation	

Among the editors now engaged with Mr. Bates in the undertaking are Mr. John Avent, Chairman, Department of English, Julia Richman High School, New York City; Miss Stella S. Center, Walton High School; Mr. Charles Robert Gaston, Chairman, Department of English, Richmond Hill High School, New York City; Mr. James Spinning, West High School, Rochester, N. Y.; Miss Florence A. Bocle, Department of English, Brooklyn Technical High School, Brooklyn, N. Y.; Professor Alexander M. Drummond, Cornell University, Ithaca, N. Y.; Mr. Max J. Herzberg, Head of Department of English, Central High School, Newark, N. J.; Professor Everett Lee Hunt, Cornell University, Ithaca, N. Y.; and others. Write for complete information concerning titles, prices, and dates of publication.

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influences, to help them to acquire right ideals and right habits. To give them, at the same time, the vocational training they need to make them good workers and good citizens.

Mr. Howard D. Burdge, directing an educational survey of New York State, said: "What these boys really need and crave, is sane, sympathetic, individual counsel, guidance and leadership." That, of course, is what part-time education is intended to give these young people, as well as specific training for definite vocations.

The high school principal is charged by law with the responsibility of making part-time education function effectively in his district. The fact that boys and girls drop out of high school before graduation is *not* an indictment against high school work. No high school can fully meet the varied needs, varied aptitudes and varied ambitions of our young people.

An Example

In several of our California cities the work done in the high school is outstanding. In one, 103 drop-outs were registered in the part-time school during a period of eight weeks. Another city reported an average of twenty-nine drop-outs per week. These cities believe emphatically that there is an urgent need for part-time education. If part-time education is needed in school systems where the high schools are doing work of an outstanding character and are offering vocational courses, an argument for part-time education throughout the State is all the stronger.

Potential part-time students cannot be reached through the efforts of the high school principal alone. He must have the hearty support of community leaders. An effective part-time program requires a co-ordination of school and community interests. The responsibility for the establishment of such co-ordination must be assumed by the high school principal.

Effective co-ordination through a community Advisory Board is functioning in Huntington

Park. The membership of this board consists of the Chamber of Commerce, the Realty Board, the Rotary Club, the Lions' Club, the Kiwanis Club, the Women's Club, the Women's Improvement Club, the Parent-Teachers' Association Federation, the elementary schools, the high school board, the high school, and the newspapers.

The Co-ordinator

Every community advisory board or committee should be thoroughly representative of community interests. It should be guided in its support of the part-time education by the high school principal, the director of part-time education, or the co-ordinator. It should be made clear to the committee that the success of part-time education depends upon co-ordination. The appointment of a co-ordinator is therefore vitally necessary.

The co-ordinator has been characterized as the "key man" who opens the way to the employer's, the parents' and the boy's confidence. The co-ordinator must be big in heart, big in vision, big in sympathy, big in experience, and must have an abundance of common sense. *He ought to be appointed before the close of the school year* in order that he may study his community, get acquainted with his community, and be ready for the definite organization of part-time at the opening of the school year.

Measures of Success

The measure of success in public education must be determined by two products: (1) in non-professional and (2) in professional service. The quality of production in each instance is determined by the same standards: namely, efficiency in employment, social efficiency, and efficiency in citizenship. An analysis of the nation's workers discloses the fact that ninety-four out of every hundred workers are engaged in professional service. That fact certainly definitely emphasizes the need for the type of training that part-time education is intended to give.

WISE SELECTION AS AN OUTSTANDING PROBLEM OF EDUCATION

**DR. W. W. CAMPBELL, President
University of California, Berkeley**

WE, of the university, and you of the secondary schools, face complex conditions in educational administration today. We have been experiencing in our several domains three decades of phenomenal growth. The enlargement of educational activities and opportunities has meant growth in number, the addition of new types of training, increased costs, and added burdens of administration.

You are perhaps more familiar than I with the figures which indicate the growth in numbers of our educational system, but it will add definiteness to the discussion to repeat them. Within the period of a generation, 1890-1920, the population of the Continental United States increased by 75 per cent. Within the same period, the average enrollment of students in our colleges and universities increased by 360 per cent, and the attendance

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in the secondary schools by 610 per cent. It is difficult indeed to see how this could have done otherwise than give rise to crowded classrooms, to inadequately prepared teachers, and to a certain number of makeshifts. The leaders who stirred the people of the country to this general interest in education have succeeded to a degree which would have been considered impossible at the beginning of the thirty-year period described.

New Types of Training

More significant from the educational point of view is the addition of new types of training. I do not attempt to appraise the desirability or the educational efficiency of the newer types: The training in mechanic arts, in commercial subjects, in home economics, in music and art, to mention but a few lines pursued in the schools; and the training in engineering, in economics, in agriculture, in business administration in the universities. Everyone present here today has been forced to give serious consideration to the added complexities which they have introduced into the problems of American education.

Increasing Costs

The increase in the cost of public education, although it has been gladly assumed by the people of the Nation, has reached a point where public institutions of learning are finding their constituencies financially unable to provide for all legitimate needs. Notwithstanding the generous and sympathetic support of the State of California, expressed through its Legislature and other governmental agencies, the university finds the sum total of its urgent needs so great that it can ask the State to meet only the most pressing items of cost. The university owes many of its higher services, many of its best accomplishments, to the gifts which have come to it from the public spirited men and women of Central California. Of the buildings on the campus in Berkeley devoted to the work of teaching, research, and administration, only ten are of permanent and appropriate construction. More than thirty buildings are flimsy, wooden structures, unworthy of the activities conducted within them. I

do not know of any other great institution of higher education so poorly equipped in buildings as are those departments of the University of California which are located in Berkeley. In this connection, it is interesting to note that the number of students attending the university is today more than thirteen times as great as it was thirty years ago.

Administrative Problems

The problems of administration of our public school system have grown enormously in the three decades of expansion. The sum of the numbers of administrative problems introduced respectively by increased attendance, by new types of instruction, and by augmented financial costs, is far less than the total number of such problems which actually present themselves, because of the inter-relations of these three elements. We have been aided greatly in meeting these problems by the creation of staffs of administration in school and in university, but it is inevitable that a residuum consisting of the most difficult problems of each type should eventually find its way to the desk of the officer in charge—the principal, the superintendent, or the president, and press for his attention and decision.

Selection

To my mind, the outstanding feature of the problems described is the increasing need and responsibility for careful selection. From the multitude of students, more and more careful selection for the many activities of life must be made, presumably by wise co-operation of school authority, student, and parent, because of the multiplied type of training available. The probability of erratic and unwise choosing by unguided students should be constantly reduced. From the varied financial needs of our schools, choice should be made in accordance with well considered scales of educational and social values. Because of the deep interest taken by the people in their schools, because of their readiness to pay heavy taxes for the support of the schools, we who occupy positions of authority and high responsibility should be all the more ready to guard against unwise expenditures of time and money.

PROGRAM MAKING IN THE JUNIOR HIGH SCHOOL

R. S. WHEELER, Oakland

MY purpose was to demonstrate the advantages of linoleum, colored cardboard discs and thumb tacks as a medium of program making. After having struggled with paper, pencil and erasers for some years, I was completely won over to the use of this graphic device by the ease with which conflicts were detected and the whole program scheme envisaged.

The program exhibited at Santa Cruz was made for a school comprising 7th, 8th and 9th grades only. Each grade was divided into classes segregated on the basis of mental ability. This classification was determined by mental tests and teacher's judgment. The superior classes pursue an enriched curriculum. The inferior ones have a much simplified course of study.

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In Committee the bill is either (4) killed, or (5) endorsed, or (6) amended—



Or (7) rewritten. Then it (8) is taken up in Committee and (9) discussed in secret or private session.



A bill (10) has three readings; and (11) is debated and amended. If passed it (12) goes to the Senate.



The BILL now takes about the same steps in the Senate as it took in the House. 13

See (13). Then (14) representatives from both Houses decide upon its final wording; then it is put to a final vote.



If (16) the President vetoes the bill, it goes back to Congress. If passed by a two-thirds vote it is law unless (17) the Supreme Court decides it unconstitutional. If constitutional, it (18) remains a law.

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When "We and Our Government," the first publication of the American Viewpoint Society, came from the press eighteen months ago, eminent educators, appraising the new format, gave it as their opinion that it represented a tremendous psychological gain and would revolutionize textbook making. Progressive superintendents, principals, classroom teachers wrote enthusiastically, and said that "We and Our Government" was a very welcome departure from the customary dry-as-dust formula of the old-fashioned textbook, and that "it would lift the study of civics from a deadening task to a living experience." But the book had not yet been put to the most important test of all--classroom use over an extended period of time. Ample time has now gone by in which to give a definite answer. These epoch-making books are now in use as basal texts in thousands of classrooms throughout the United States. Teachers are more enthusiastic than ever and each month sees more and more schools adopting the American Viewpoint Society publications.

Among the schools in California which have introduced the American Viewpoint Society's publications are: Oakland High School, Oakland; Modesto High School, Modesto; Polytechnic High School, Los Angeles; Central Evening High School, Los Angeles; Coalinga Union Junior High School, Coalinga; Lincoln Night School, Sacramento; San Diego High School, San Diego; Antelope Valley Union High School, Lancaster; The Anna Head School, Berkeley; and The Woodrow Wilson Junior High School, Oakland.

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S. E. AUG

The end sought was to place each pupil so that he would be stimulated to work up to his full capacity. We are far from this goal, but such classification is a long stride in advance.

Progressive Departmentalization

Progressive departmentalization was another consideration. If the L-7th grade be fully departmentalized, we have in some degree brought the high school two years lower down rather than broken the transition between the eighth grade and the high school. Consequently the L-7th grades are programmed for all subjects with a grade teacher, excepting manual training, music, and physical training.

Our program is based upon an eight-period day of forty minutes each; in addition a major period of fifteen minutes for class business, announcements, etc. A consultation period closes the day for those needing further direction from any teacher.

Assemblies are held weekly superseding each period in succession through an eight-week rotation.

Flexibility has determined the forty minute period in Oakland, but so far our program has not succeeded in placing each study period with the teacher of the subject studied for directive aid.

With this statement of the principles of our program I come now to the device itself.

The Device

I use a piece of battleship linoleum about 4 feet by 5 feet, divided into forty squares, each of which represents a period of the day and each day of the week. These forty squares are in turn subdivided into as many smaller squares as there are classes in the school.

Colored markers, square, round and triangular, are used to represent subjects. A white triangle is reserved for study periods. These markers are affixed to the linoleum program by thumb tacks. The presence of two markers of the same color and shape in the same period square indicates a teacher's conflict unless several teachers are teaching the same subject simultaneously. In this case the teacher's name on the marker will resolve the question of conflict.

Options

Where several options, as Latin, Spanish, French or typing, are offered to a class having only one elective, these are all programmed for the same periods. This is indicated by as many discs in the same class square as there are subjects. These sections of course are given in different rooms. The program is one of subjects and classes and not of rooms.

The salient features of the device is extreme visibility. Subjects stand out because of the colors employed. Classes can be readily traced because of the definitely assigned squares on the program.

IMPROVEMENT OF THE ENGLISH CURRICULUM IN THE HIGH SCHOOL

EUGENE H. BARKER, Principal
High School and Junior College, Santa Rosa

A COMMITTEE with Mr. Frank Boren as chairman, was appointed some two years ago and drew up an excellent course of study in English. I do not know how it can be improved upon, except that, being an organic thing, it is susceptible of additions and substitutions from time to time, the variations depending upon changing local requirements and desires, upon changing civic and economic standards, and upon changing ideals of what constitutes excellence in literary form.

On entering high school how much does the student know of the English language, its use, and its literature? Not how much *should* he know, but how much *does* he know? How much does he know of English grammar?

Content

The English content of the curriculum should be such that it will actually function in giving the student a real and tangible hold on the body of English literature and the ideals which it upholds,

not only in his leisure hours of library reading, but in his everyday life as well. On graduation, how much does the average boy really know of the world's best literature? Much time is ordinarily given to a study of "The Gold Bug" and other of Poe's uncanny stories, with their particularity of gruesome detail, which must inevitably leave on the student's inner consciousness lasting impressions of morbid speculation. What does he know of Mark Twain, of Dickens, Thackeray, George Ade, and Booth Tarkington; of W. D. Howells, Anthony Hope and Octavus Roy Cohen; of Conrad Scott and O. Henry? Ask him who Ananaias was, and Aesop, and Rebecca, and Aladdin, and Ali Baba, and Tennessee's Partner, and he won't know. Show him a statue of Winged Victory of Samothrace and ask him what it is. He won't know that either.

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THE LEGAL BASIS FOR THE POWERS AND DUTIES OF THE HIGH SCHOOL PRINCIPAL

ROGER S. PHELPS, Principal
High School, Corcoran

THE powers and duties of a high school principal are multifarious. They spring from the relations which a principal has with different authorities, persons, and groups of persons, and if they were all listed would reach from here to Mount Shasta. I once made a fairly intensive study of the things that a high school principal does, tried to do, or ought to do, and the number of items, by no means complete, ran to 75 or 80.

Yet when one looks in the school law for the powers and duties directly conferred upon a principal, the number is surprisingly small,—about 25 or 30. It would appear, therefore, that one of two things is true: either a high school principal assumes a great many duties which he has no legal right to perform, or there is in the school law some "elastic clause" which gives to his activities a legal justification. As a matter of fact the latter is the true condition, and as we proceed, several such "elastic" provisions will appear.

A Unique Condition

In passing, it may be well to mention another matter: I have found that people unfamiliar with the California school system are apt to think, when a California high school principal talks about his powers and duties, that he is leaving out of account his superintendent, is arrogating to himself an undue amount of importance. The fact is, of course, that about 70 per cent of our principals are employed in *union high school districts*, where in almost all details they are responsible directly to their boards of trustees, without the intervention of a superintendent. This fact, that the high school principal is, to so great an extent, "his own boss," is one reason why his position is desirable.

Classification of Duties

When I began this paper, I worked out a very logical classification of the duties of the principal, viz:

1. Duties common to all principals;
2. Duties peculiar to the high school principal;
3. Duties prescribed by the Political Code;
4. Duties laid down in the State Board Rules.

Since all these duties enter into the normal life of the high school principal, for our present purposes such a minute classification is not necessary.

What we should note carefully, is that one group of duties is specifically conferred upon the principal, whereas another group is in name given to the

board of trustees, but in *actual practice* is exercised by the principal.

A. The Specific Duties of the Principal

As laid down in the Code and in the Rules, these are arranged in no special order. For their discovery we have to depend on the index to the School Law. To use that "index" successfully you need some kind of educational divining-rod, besides being a skillful guesser. To avoid such difficulties, I have grouped the specified duties under five general heads:

1. Duties of organization.
2. Duties of administration.
3. Duties of supervision.
4. Clerical duties.
5. Duties pertaining to professional growth and advancement.

1. Dealing with the *fundamental organization* of the school are three or four sections that lay the cornerstone of the educational temple. One says that every board must appoint a principal for each school under their charge,* (Sect. 1609, Par. 1; p. 129). Another makes the principal responsible a. for the general management of his school,
b. for its discipline, (Rule 111d, pp. 421-22).
c. for the studies pursued in it, (Rule 111a, p. 421).

A third provides that the teachers shall work under the principal's direction, (*ibid*).

2. Seven or eight *administrative duties* follow. The principal must

1. Supervise the conduct of the students, (1696, 4; p. 198).
2. Supervise their moral welfare, (Rule 111 j, p. 423).
3. Consult with superintendent about admission of students not graduates of Elementary Schools, (1751, p. 279).
4. Appoint officers of Cadet Company, (Act, p. 310).
5. Be responsible for property of Cadet Company, (Act, p. 313).
6. Hold fire-drills, (Rule 111 b, p. 421).
7. Inspect school premises and make rules for their use, (Rule 111 e, p. 422).
8. Inspect ventilation, lighting, etc. (Rule 111 f, p. 422).
9. Must enforce the course of study, use of text books, etc. (1696, 3).

*Note: All page references to the political Code and Rules of the State Board are to the California School Law, 1921 Edition).

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SCHOOL PRINCIPALS' CONVENTION

10. To excuse students from physical training for cause (v. rules of the State Board, Section XI, division 111, page 431).

3. *Clerical duties* are the most numerous of all those laid upon the principal. There are sixteen of these, the State Board Rules being particularly rich in them. As examples we may mention our *pink and blue friends, the October reports.

The complete list of clerical duties is as follows:

1. To file his certificate, (1696, 1; p. 197).
2. To notify the County Superintendent of the dates of opening and closing school, (1696, 2; p. 197).
3. To keep a school register, (1696, 5; p. 198; 1610, 3; p. 135).
4. To make an annual report, (1696, 6; p. 198).

(These first four are duties which the principal has in common with all teachers. 2 and 4 are naturally the duties of the principal in a school of any size. Three he may well leave in the hands of his teachers).

5. To make an annual report at the end of the school year, (1743, p. 245).

6. To make the two October Reports. (1743, p. 246).

7. To issue part time permits to work, (Part Time Acts, p. 303).

8. To issue vacation permits to work, (Comp. Ed. Act, p. 172).

9. To keep a list of text-books adopted, (Rule, IV 1, p. 425).

10. To keep a permanent record of scholarship, (Rule, VII, p. 428).

11. To give recommendations to such students as have earned them, (Rule VII, p. 428*).

12. To give transfers to pupils who require them, (Rule VIII, p. 428).

13. To leave a complete record of each pupil's work, (Rule VII, 429).

14. To leave a copy of the program of studies and of the daily program of each teacher's work, (Rule IX, p. 429).

15. To keep, or cause to be kept, the necessary library records, (Rule X, p. 429).

16. To submit to the State Board of Education for their approval the course of study of his high school, (Rule XI, p. 429).

4. *Supervisory Duties.* These are to be inferred from Rule 111 of the State Board, (p. 421). If the principal is to be held responsible for the duties pursued in his school, and if the teachers are to work under his direction, it follows inevitably that

*(Note: practically a part of this same duty, though no where mentioned in the School Law, is the principal's duty to file every fall with the University of California the application for continuing the accrediting of his school.)

the principal must supervise the teachers in their work. But it is interesting to note that neither code nor rules come out in so many words and say that the principal *shall* supervise his teachers.

The nearest approach to anything of this kind is a piece of permissive legislation, (Sect. 1743, p. 245). This states that a high school principal *may* act as the supervising principal of the elementary schools within his high school district. There are not, I believe, many cases in which he does so act. It would probably be excellent for both schools and principal if there were more, because all tendencies ought to be encouraged which will make the principal more of a supervisory officer, or which will give the elementary schools, especially the rural elementary schools, more supervision.

5. The last duty laid upon the high school principal by the code is particularly worthy of note. It is the *duty of professional growth*. Borrowed from the laws of the noble State of Osceola, we have that famous section 1752 (pp. 280-81) by which we are called together in our annual convention. One of the first acts of Mr. Will Wood as Commissioner of Secondary Schools was to secure the enactment into the actual law of California of this section from Dr. Cubberley's hypothetical code.

The same idea of promoting professional growth underlies also the provision that all teachers—and principals—must attend an annual Institute, (Sect. 1560, p. 91).

If we now summarize the specific duties of the principal by tabulating them, we find that they are:

Duties of organization.....	4
Administrative duties.....	9
Clerical duties.....	16
Supervisory duties.....	2
Provisions for professional growth.....	2
<hr/>	
Total.....	33

Of this total, administrative duties make up one fourth, and clerical duties one half.

B. Duties Nominally Belonging to the Trustees, But in Practice Given to the Principal.

We come next to a group of powers and duties which the Political Code confers upon the trustees, but which actual practice often gives to the principal.

Some of these the board may turn over to the principal by *formal authorization*. For example, it is a common practice for the board to delegate to the principal the selection of his own assistants and to elect the teachers only on his nomination, (Sect. 1609, 2; p. 130). This selection of teachers is a most important function, which should undoubtedly be in the hands of the principal. Prob-

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ably because of this importance, the delegation of it is usually made a matter of formal record.

Another duty not so frequently assigned to the principal, is that of acting as clerk of his board, (Sect. 1740, p. 242). When given to the principal, record may or may not be made of the fact. In a number of cases some member of the board is nominally clerk, but the actual work of the clerkship is done in the principal's office.

Tacit Consent

But where a few duties are formally delegated to the principal, there are 16 or 18 which the board allows him to exercise by *tacit consent*. As an example, take the provision of Section 1750, (page 258): "the course of study for each high school shall be prepared under the direction of the high school board, and shall be subject to the approval of the state board of education." We have already seen (Rule XI, p. 429) that submitting the course of Study to the State Board for approval is specifically a part of the principal's duties. Apparently the trustees take it for granted that the principal will prepare the course of study, and see that it measures up to the State Board requirements, (pp 429-30).

At any rate that is what has happened with the five boards under whom I have worked. I have always planned the course myself, in conference with my teachers. I have submitted it to my board for approval when it involved radical changes of sub-just matter or expensive additions to equipment. But when it involved nothing new or startling I have always sent it to Sacramento without the board seeing it. Obviously their attitude is: "We don't know anything about such things; go ahead and fix it up to suit yourself."

Basic Principles of Administration

One of my friends once told me that the clerk of his board had said to him: "We don't know anything about the details of running the school. We don't want to bother with it. We have hired you, as an expert, to take all those matters off our hands, and we expect you to see that the school is run right. We feel that it is our chief business as trustees to see that the funds are forthcoming to finance the school, and to help you in matters of financial policy."

That trustee was the manager of a large and successful corporation, and I have always felt that he came very near to stating the true difference between the functions of board and principal. It was probably only part of the truth, but it was headed in the right direction,—toward the general proposition laid down by authorities on school administration, that the board should be a legislative body and the principal its executive officer. The

board should determine broad outlines of policy and the principal should work out the details of application or administration.

The Curriculum

Returning to the matter of making a course of study: There is a clear case here of an "elastic clause." A rule of the State Board makes the principal responsible "for the studies pursued (in his school)", (Rule 111a, p. 421). If he is responsible for the studies, he certainly should have a voice in deciding what the studies should be. Therefore he makes the course of study.

Going one step further in this question of "elastic clauses" the foundation for all such liberal interpretation of code and rules is to be found in Section 4 (p. 391) of the Political Code. This section says, in part:

"The provisions (of the code) and all proceedings under it are to be liberally construed, with a view to effect its objects and to promote justice."

This section might be called "the Magna Charta of the liberties" of the high school principal.

Other Instances

I have mentioned the fact that there are 16 or 18 duties which the board, by tacit consent, allows the principal to exercise. Further examples of these are:

1. The adoption of textbooks.
2. The ordering of textbooks.
3. The ordering of supplies.
4. Suspension and expulsion of pupils.

The total number of such duties performed by the principal depends largely on the length of his service and the degree of confidence that the board places in his judgment.

A fairly complete list of "tacit consent" duties is as follows:

(Ad)* 1. To make rules for the government of the school, (1607, 1; p. 127).

(Ad) 2. To fix and prescribe the duties to be performed by principals, teachers, librarians and janitors (1609, 5 b; p. 121).

(Ad) 3. To enforce the courses of physical education, (Phys. Ed. Act, p. 62).

(Ad) 4. To suspend or expel pupils, (1610, 1; p. 135. 1685; p. 188).

(Ad) 5. To exclude certain children, (1662, 3; p. 160).

(Note: 5 and 6 call for reports to the board, but the board usually sustains the principal).

(Cl)* 6. To furnish, at least as raw material, the figures from which the School Budget shall be made, (1612, a; p. 139).

(Ad) 7. To see that flags are provided for building and class rooms. (1614; p. 141).

(Cl) 8. To keep track of tuition charges for junior high school pupils, (1617; p. 144).



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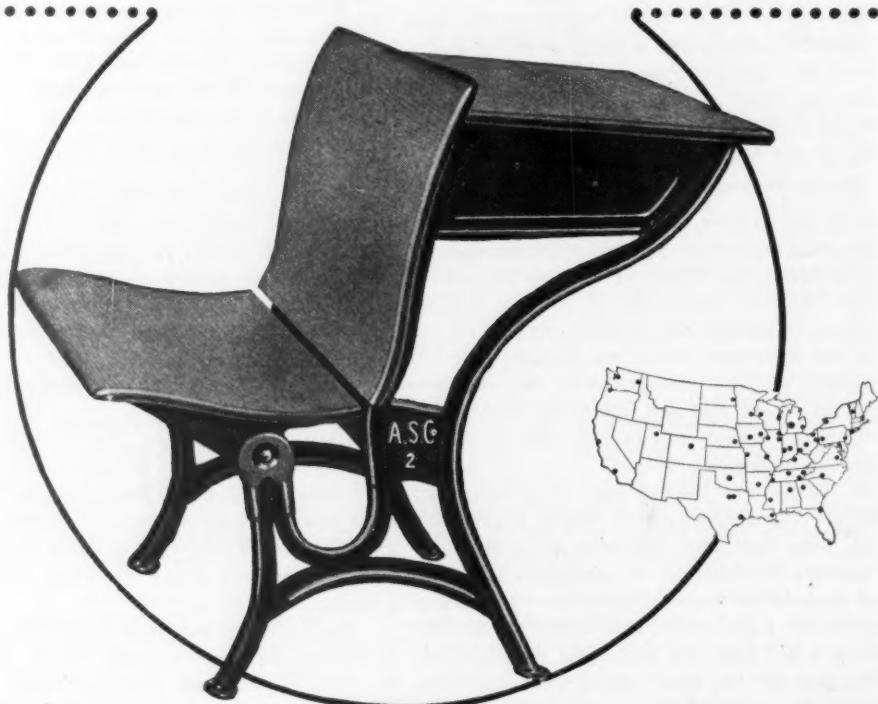
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(Ad) 9. To (attempt to) enforce the anti-fraternity act, (Anti-Frat, Act; p. 155).

(Or) 10. To prepare the course of study, (1750; p. 258, Rule VI, p. 430).

(Or) 11. To arrange for one course "designed to prepare, for admission to the state university," (1750; p. 259).

(Or) 12. To establish special day and evening classes, (1750 c; p. 277).

(Cl) 13. To estimate the amount of money necessary to maintain the school, (1756; p. 282).

(Ad) 14. To adopt text-books, (Text Book Act; p. 292).

(Cl) 15. To order the text-books adopted, (*ibid*; p. 297).

(Ad) 16. To make the calendar for the school-year under the 160 day minimum requirement, (1859; p. 354).

*(Ad) indicates an administrative duty.

(Cl) indicates a clerical duty.

(Or) indicates a duty of organization.

(Ad) 17. To see that necessary supplies are purchased and furnished to the pupils, (1620; p. 153. 1651; p. 159).

With the two duties already mentioned as usually formally delegated to the principal, we have a total of 19 duties nominally belonging to the board, but practically performed by the principal. These may be tabulated as follows:

Administrative duties	11
Clerical duties	4
Duties of organization.....	4
TOTAL.....	19

Anti-Fraternity Law

Before we turn from these duties that the board usually leaves to the principal, we should give at least a passing glance to that monumental piece of legislation, the anti-fraternity law,—not needed where it can be enforced, not enforceable where it is needed. The trouble with it is that the principal may think that his board desires law enforcement, only to find that they do not, when enforcement involves some Son-of-a-Prominent-Family.

As nearly as I can see, a principal has no business to try to enforce this law unless he has sounded out his board and found where they stand in regard to it. Any law which depends for its enforcement on the whim of local boards or the influence of locally important families is better out of the statute books than in them.

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Summary

We may now tabulate all the duties which we have found. They are:

Nature:	Spec. Conf.	Nom. Conf.	Total
Duties of organization.....	4	4	8
Administrative duties.....	8	12	20
Supervisory duties.....	2	0	2
Clerical duties.....	16	4	20
Professional growth.....	2	0	2
Totals.....	32	20	52
Expressed in percentages, these totals are as follows:			
Clerical duties.....	38.4%		
Administrative duties.....	38.4%		
Duties of organization.....	15.4%		
Supervisory duties.....	3.9%		
Professional growth.....	3.9%		
Total.....		100.0%	

The Trend

That is to say, the code, the rules, and custom growing out of them both, tend to make the high school principal preeminently a clerical and administrative officer. His work as a supervisor and his professional development are thrust into the remote background. The question at once arises, whether or not this condition of affairs is proper or desirable?

Emphatically not, according to the authorities on educational theory and practice. Authorities on school administration say that the chief business of a high school principal should be the supervision of instruction. For example, in Dr. Cubberley's recent book "The Principal and his School" we read:

"The supervision of instruction, that the education of children may be more effective in results, is the prime purpose of freeing the principal from teaching, and is the end and goal toward which the organization and administration of the school should tend." (op. cit. p. 43).

Quoted on the same page are the results of a study "in which the judgment of 15 university professors of education was sought and combined. This gave the following distribution:

Rank of Importance	Function	Median percentage of time for Ranges
1	Supervision of instruction.....	40%.....25-65%
2	Administrative duties.....	20%.....10-40%
3	Community leadership.....	15%.....10-25%
5	Clerical work.....	10%.....0-20%

SCHOOL PRINCIPALS' CONVENTION

43

Dr. Cubberley's book, it is true, deals primarily with the elementary school principal. But the case is practically the same for the high school principal. Belting ("The Community and its High School," p. 71) thinks that the high school principal should "spend no more than 20 per cent of his time in administration, 30 per cent in organization, and 50 per cent in the personal oversight of instruction."

Bridging the Gulf

Obviously between the theory of the authorities on school administration and the practice of the California school law there is a great gulf. What can the principal do?

First, he must make a careful study of his own job, to determine what details of it he ought to keep in his own hands, and what he should try to delegate to others.

Secondly, it would be of great interest and value if he could discover what his fellow principals think about this matter. I think that it would be most enlightening if the members of the present convention would answer the following question:

What do you think are the ten most important duties of the high school principal, arranged in the order of their importance?

Thirdly, the principal must endeavor to get from his board sufficient clerical help to relieve from the great mass of petty detail. As a rule, the smaller the school, the harder this will be to manage. Many boards in rural communities think of their principal as a kind of head-teacher and educational man-of-all-work.

A Recommendation

It might help toward a more general recognition of the true nature of the high school principal's work if some provision could be inserted into the code, or at least into the rules of the State Board, which would read something like this:

"The principal of a school, and particularly of a high school, should be considered as an officer whose chief duties are the organization and supervision of instruction. The board of trustees should endeavor, by all means in their power, to relieve the principal of actual teaching, and of attention to the mass of clerical and administrative detail. He should have the major part of his time free to study his community; to plan the work of his school in the light of this study; and to see that his faculty carry out these plans.

("Furthermore, every board should take such steps as the finances of their school will permit to encourage principal and teachers to undertake professional study and to provide for continuous professional growth.")

I believe that some statement of this kind, printed in the Book of the Law, would go far toward correcting the false impression, given by the present statutes and rules, that the principal's duties are chiefly clerical and administrative. It would go a long way toward leading the principal out of the wilderness of detail with which the present law surrounds him, and would help him on toward the promised land of true constructive educational work.

SOME PROBLEMS INVOLVED IN THE ORGANIZATION OF PHYSICAL EDUCATION IN A SMALL HIGH SCHOOL

CHARLES L. HAMPTON, Principal
Tomasel Joint Union High School

PHYSICAL education, (broadly interpreted so as to include training for citizenship, health education, corrective exercises and good posture, etc.,) is a most important phase of our educational endeavor. It should receive greatest emphasis in preparing the school budget and the time allotment in the curriculum. The personal and professional qualification of the teacher chosen to direct Physical Education should receive the best consideration. If we allow one unit for Algebra or Latin, should not one unit be given for Physical Education? If Physical Education is not worthy of being classed as a solid, is it due to the nature of the subject or the way it is organized? Should we evaluate this course in terms of units or dignify it with especially qualified directors and ample time, play ground space, and equipment?

Directors

There are numerous problems yet to be solved

if Physical Education in the small high school is to be brought up to the standard which will enable it to function most efficiently. For instance, too frequently, the director is not specially trained for the work. In many cases the Physical director may be giving instruction in a combination of other subjects often at great variance with Physical Education. For example: Physical Education, Agriculture, Manual Training; or Physical Education, English, Latin or Mathematics. Since in a small school, the director of Physical Education must give instruction in several other subjects, why not make them a combination which will have a natural correlation with Physical Education? For example: Physical Education, Hygiene (or Health Education), Biology, and any one or a combination of the Social Science subjects e. g.: First Year Civics, Sociology.



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Equipment

Another problem involves playground, equipment, gymnasium, and swimming pool. The average small high school can afford but one gymnasium, one set of tennis courts, one baseball and soccer field, one track. Since, in many cases, all the physical training for both boys and girls falls into one definite period of the day, the following conflicts result:

1. During pleasant weather, boys must give up the athletic field half time to the girls.
2. During rainy weather, girls must share the gymnasium half time with the boys.

We have another case of inefficiency when the Director of Physical Education puts in all his time coaching athletics during the Physical Training period, thereby neglecting the students in greatest need of Physical Training.

Health instruction should be given regularly to every student; on the contrary, for lack of time or organization, is often neglected in small high schools.

The following is a partial list of problems that may confront a high school principal in the organization of Physical Education in his curriculum:

A PARTIAL LIST OF PROBLEMS INVOLVED IN THE ORGANIZATION OF PHYSICAL EDUCATION IN A SMALL HIGH SCHOOL SUBMITTED FOR THE REACTION OF THE CALIFORNIA HIGH SCHOOL PRINCIPAL'S CONVENTION, SANTA CRUZ.

- I. Problems involved in the choice of director of Physical Education.
 1. The California high school principals should endeavor to secure a director of Physical Education with what personal qualifications?
 2. What should constitute the duties of the director?
 3. Should there be a ruling of the State Board of Education requiring that Physical Education in the high schools of California be carried on by instructors especially trained for same?
 4. Are the University requirements for a special certificate for directing Physical Education satisfactory to the high school principals?
 5. What influence should the director of Physical Education exert upon the general sanitation of the school?
 6. What extension work should be carried on by the director of Physical Education?
 7. How can we influence closer observation of health on the part of the Physical Training instructor?
 8. Salary of director of Physical Education?
 9. Should Physical Trainer be qualified to give the various tests necessary to determine the corrective exercises needed?
 10. What records should be kept by the director?

II. Some problems involving the content of Physical education.

1. Should formal exercises be required?
2. Should students be kept in action during the entire period of Physical Training?
3. Should boys and girls be required to take showers after exercises irrespective of weather conditions?
4. What is the best time of the day for the Physical Training Period?
5. What should be the minimum length of the period?
6. Should every student be given a medical examination? If so, how often?
7. What should this medical examination include?
8. What should the Physical examination include?
9. How much outdoor space should be available for Physical Education?
10. How much indoor space?
11. What should the girls playground include?
12. Should boys and girls use the same playground?
13. What should be our aim in Physical Education?
14. How can natural self expression be best developed?
15. What are the social values to be sought for?
16. How can we make Physical Education more efficient in developing nervous energy as well as muscular energy?
17. Is any phase of our physical education relating to athletics detrimental to nervous reserve?
18. Should attempts be made to develop the emotions? How can it be done?
19. What games have the greatest value in social training?
20. How can Physical Education be made to quicken the moral faculties?
21. How can Physical Education be made to elevate the standard of living?
22. Should Folk Dancing have a place in the scheme of Physical Education?
23. What exercises are unsafe for girls?
24. Is it wise to let athletic games take the place of regular gynasium work?
25. How can we best develop grace and sense of rhythm in girls? Should the same attempts be made with boys?
26. Should correct social dancing be taught by the Physical Education teacher?
27. In reference to girls, should competitive games be confined within the school or should games be held between schools?
28. Should more emphasis be placed upon posture?

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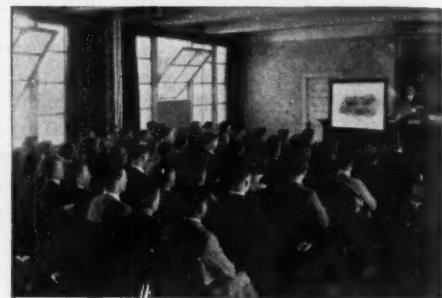
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Professor of Rhetoric and Elocution and
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29. What is the good way to train for good posture?
30. Should Physical Education and Health Education be interwoven or handled separately?
31. How can a wholesome situation be provided in training quarters—locker-rooms, etc?
32. Can corrective exercises be given in the form of games or at least be made more interesting?
33. What percentage of your school is in need of corrective exercises?
34. Is it desirable to train students to be all-round athletes?
35. Should the student be made familiar with the aims of Physical Education?
36. What are some of the most important points to be considered in a good lesson in Physical Education?
37. What is the maximum number of athletic contests that it is safe for a student to partake in during a school year without involving a sacrifice of studies or health?
38. How should the parent cooperation be solicited?
39. Should every high school have a definite health program posted for general information?
40. Should we depend upon games for all-round development or should part of the time be given to special or formal exercises?
41. Should sex instruction be given? If so, what should be the content of such instruction?

III. Problems involving the Physical Education Department of the State Board of Education.

1. What should be the relation of the State Department of Physical Education with the high school?
2. How often should the State Supervisor or his assistant visit a high school?
3. What are the provisions of the Physical Education Bill now pending before Congress?
4. Is there anything the Physical Education Department of the high schools can do now to get prepared for the opportunities provided by this bill?

DEAD MATERIAL IN THE HIGH SCHOOL CURRICULUM

L. S. PRATT, Principal
Biggs Union High School, Biggs

THE term "high school curriculum" is herein applied to anything used by a high school faculty directly or indirectly for instructional purposes. This may range from classical subjects such as Latin or Greek to courses in modern football or the direction of a class play or the publication of a school annual.

To get an idea of what others consider "dead material," to broaden my own viewpoint, and to give concreteness to the discussion, I wrote a number of school people, asking each to list a few of the things he considered the "deaddest" in the high school curriculum. The response was hearty; fully 95 per cent answered. This list, arranged according to subjects, follows:

1. School Activities

- a. The High School Annual, cost and labor excessive for results obtained.
- b. Senior play, too frequently cuts into regular program of the school.
- c. Excessive social activities, such as parties, school dances, etc.
- d. Physical training or athletics conducted to develop winning teams only.

2. Elementary Subjects

- a. Arithmetic.
- b. Spelling and penmanship except as a non-unit course. (One objection was raised to this.

The writer expressed himself in favor of giving credit for spelling, arithmetic and penmanship and of introducing them into the course at any time when needed.)

3. Commercial Subjects

- a. Second Year Bookkeeping, except in large schools with large commercial departments.
- b. Typing and stenography without a definite objective.
- c. Commercial arithmetic. ("Dead but not buried.")

4. English

- a. Classic myths as a text.
- b. Lady of the Lake in the first year.
- c. In third year English—too much old novels, old essays, old poetry. The "Old Stuff" has long sentences with complicated punctuation. Today the demand is for the short sentence and simple punctuation.
- d. Short story writing when overdone.
- e. Study of biography when carried to excess.
- f. Dissecting of the classics, except in a limited way.

5. Foreign Languages

- a. Latin as generally taught.
- b. Modern languages when the stress is placed on grammar not necessarily dead if treated as living languages.



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6. Drawing

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7. Manual Training

As generally taught this subject may be improved by less show work and more of the practical type.

8. Mathematics

a. Much of algebra and geometry as taught at the present time.

b. Adv. mathematics, except for a select few.

9. History

a. When emphasizing war and conquest.

b. Most of ancient and medieval history; one year at the most for these.

10. Science

a. Highly technical courses in chemistry and physics, except for a few.

11. Agricultural Classes**12. Adv. Sewing and Cooking**

A glance at the list shows that no department is free from suspicion. On the other hand to accept everything as "dead" with no standard by which to judge would be as unwise as to accept blindly all we are now teaching in our high schools as worth-while. In many of the answers I received, the need of some standard by which to judge was clearly indicated.

The Best Statement

In my opinion the best guiding principle to be used in determining the worth of material to be included in the high school curriculum is found in Dr. Briggs' statement of the aim of the Speyer School of New York City.

This runs something like this: "Teach pupils to do better those desirable activities they will do anyway and teach them by means of material in itself worth-while. Reveal to pupils higher types of activities and make these both desired and, to an extent, possible." Rightly applied this will not reduce our high school courses to the purely practical. The "desirable activities they will do anyway" includes the best in literature, music and

art as well as shop, domestic art and agriculture.

Under its influence the high school curriculum may be made rich in those things that appeal to the best in us and at the same time full of instruction in those things that go to make our lives efficient.

Examples

To illustrate the application of this principle I have selected mathematics. I wonder how many of us have had much occasion to use the algebra and geometry we were taught. Do we find that these subjects taught us better the performance of "those desirable activities we are doing anyway," or that they "revealed higher types of activities and made them both desired and, to an extent, possible?"

Could we not eliminate much of formal algebra and geometry with real profit to the majority of our young people? It seems to me that it is not too much to hope for a course in mathematics that will not consist of so much algebra, so much geometry and so much trigonometry. It should be a general course that will teach those facts in mathematics that are necessary for the efficient living of every citizen of this country. To be sure there will be something from algebra and geometry, but let the emphasis in the first years, at least, be placed on the *acquirement of ease and accuracy of computation* along with the study of handling money or property and the principle of sound investment. Surely this is far more desirable than so much time on that which has no connection with life. Similar reasoning will apply to other subjects in the curriculum and will help to cull the desirable material from the useless and the dead.

In making this culling we must bear in mind, that material that may be useless for one group will be worth-while for another. If we, who are working in the small high schools, can in some way group our pupils into *classes of like inclinations and ability* to whom, if offered, that which is valuable in itself, we shall increase many fold the efficiency of our schools in performing the task for which they are intended.

SUPERVISED STUDY

F. STILLWELL MOORE
Princeton High School, Burbank

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There are three view-points of Supervised or

Directed Study which I would consider. 1. Types of Service to be remedied. 2. Opportunity for direction of Individual Differences. 3. The result on College Recommendations.

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following a scheme of directed learning activities she will assure to the student a larger measure of success and to herself less of the burdensome toil of correction and after school make-up time. "Under whatever conditions the pupil studies his task must be considerably difficult." Through a definite order of learning the student will understand (a) what he is searching for, (b) the best methods to be used, (c) whether or not he has achieved a fair degree of success.

The Period

Much has been written of the supervised study period (the lengthened period). One of the best divisions of such periods seems to be a four-fold one of (a) review, (b) recitation, (c) assignment, (d) study. The review should be brief; the recitation illuminating where all, including the teacher, make contributions to the subject in hand; the assignment definite and clearly stated; and the study a cooperative period of labor for all (a laboratory development of the topic in hand).

The assignment should contain enough so that the weakest in the class will have therein just about all or a trifle more than he can accomplish in the total time required,—probably about 90 minutes including the 60 minutes spent in the class room. The study time should immediately follow the assignment, for the sharp drop in the curve of forgetting is at the first of the period of time in question.

As the teacher watches the class set about its work, she will see that one has not understood the first principle involved and she will clear it up for this pupil at once; that another is attacking the problem from a disadvantageous angle and point out a better plan of procedure; or that all have missed an idea and will call the class to attention for ensemble explanation.

After giving the first moments over to the mastery of the reading difficulties so frequently involved, a further assignment or an enlargement or application of the first may be made. As the period progresses the super-bright may be assigned to assist others and will profit much thereby. At the close of the lesson hour a final assignment for those who are well along may give to them the opportunity to broaden or widen their knowledge of what they have already learned or to make practical applications of the principles involved.

Directions

A minimum amount of direction should be given (as little as is in keeping with fullest progress) that the activity, while directed, may be unhampered. Lawrence College, Appleton, Wisconsin, reports a decrease in delinquency in grades of 60 per cent after one year's work; Harvard and Massachusetts Institute of Technology are introducing similar courses; and many writers claim a reduction in the number of failures, a higher plane of scholarship, and the diminishing of the percentage of elimination, justify directed or supervised study.

Assistance

To assist the student to follow a definite goal his

floundering ideas, to direct these personal leads or visions, to let each student see that he has made a positive beginning, but only a beginning, on a vital question, that is the real problem of the teacher. Such a wholesome curiosity once aroused will lead to constructive thinking along both quantitative and qualitative lines. A reward will thereby be placed on "using brains, not merely having them." For the really super-bright pupil the teacher's job is to keep out of his way. "It is one thing to make discipline serve the ends of education; another to make education serve the ends of a disciplined manhood."

College Recommendations

With college recommendations it seems to me that much more than mere fundamentals should be required. A mastery of the fundamentals should be required of *all*, but for college, one should be required to go much farther, to stretch himself in the race, to prove his metal. Herein lies the teacher's opportunity for careful direction, for real teaching to *Think*.

Our student bodies should become groups of people who are not noted as mental gymnasts or clever sleight-of-brain artists, but as clear-minded thinkers. To study is to think.

For those interested in further study may I refer you to:

Hall Quest.....	Supervised Study
H. L. Miller.....	DIRECTING STUDY
Laura Magregor	Supervised Study in English and The Report of the Committee of Fifteen, which contains at least one book on methods for each subject.

I consider supervised or directed study as essential because of the improved type of service to the student and the community it makes possible because of the improved and enlarged opportunities for recognizing and developing individual differences which it offers, and because of the more objective basis for college recommendation which it affords.

SUPERVISED STUDY

LEWIS E. ADAMS, Principal
High School, South San Francisco

In order that I may get the question fairly before you, I wish to state why we adopted supervised study in South San Francisco.

First: Study at home is not practical for several reasons. Most families in our locality are not situated so that the boy or girl may have a separate room for home study, but must use the family sitting room. There is little encouragement from

parents or friends to engage in serious study at home. Systematic study habits can not be developed readily without the full cooperation of all members of the home. The students dislike to do a full day's work at school and then be required to spend a great part of the evening in preparation for the next day's work. This should be done at school, leaving the evening free in order that proper home life and companionship can be enjoyed.

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Second: Study at school is the logical alternative. The usual type of study-hall does not develop the proper habits of study. The pupil cannot receive the necessary aid just when it is necessary. For these reasons we decided to try supervised study.

Preliminary to the introduction of supervised study in South San Francisco schools, the teachers spent 20 weeks in investigation and discussion of the various methods in order to develop a usable technique. The prime requisite of supervised study, as well as any other method, is the earnest cooperation of students and teachers.

The plan adopted was as follows:

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H1	18
L8	17
H7	15
L7	16

Entire School 16.6

In making up these total numbers, the grade of one receives 5 credits; two 4.5 credits; three, 4 credits; four, 4.5 credits; and five, failure, no credits.

The least amount of improvement was three credits. The greatest amount of improvement for

minutes for the lesson assignment, and 25 minutes to study. During this latter time the teacher goes from pupil to pupil, helping those who need help, and by skillful questioning, teaches the pupil to think out his own problems. For a pupil of unusual ability, no help is needed and none given, but for those requiring assistance, assistance is ready at hand.

While 25 minutes is scarcely long enough for the preparation of an assignment, yet the pupil has made a good beginning, and success in that preparation is rendered probable.

That these methods have been successful in the South San Francisco school are shown by the following data. The data compare one semester without supervised study and one semester of supervised study.

With Supervised Study
January-June, 1923

H9	19.39
L9	21
H8	22
L8	20
H7	19

19.12

any class was 5 credits. The average for the entire school was 2.5 or the equivalent of raising all grades more than the difference between a one and a two or a two and a three.

We are satisfied that supervised study has been well worth while in the South San Francisco school.

SUPERVISED STUDY IN MUSIC

WILLIAM O. OTTO, Principal
High School, Kerman

IN Junior High School no music work is required of pupils outside of school hours. The music is not considered a solid subject. Where pupils do not report for class every day it is a waste of time to prepare a lesson two to four days hence. The music must be studied and sung a phrase at a time. Likewise memorizing must be done phrase by phrase. To attempt to study a whole piece, or several pieces and then sing the whole from memory would be as foolish as to study a poem in its entirety and then close the book and expect to say it from memory. To study one day and test one's memory several days later is even more folly. Music must be studied and memorized one phrase at a time. The pupil's ability to remember what they have memorized can be tested, however, the next time the pupils report to class.

The Second Half-hour

After studying and singing for half an hour by the above process, pupils will begin to show fatigue. The second half hour could be used for ear-training with written work if a school provides a reader, or

if the classes are small enough for the teacher to do her own reading. The time can be used for teaching appreciation, but unless one has a sufficiently large supply of records to make certain points, this is likely to become merely a period of time to be "put in," instead of the pupil using his brains in a different way which is restful and also beneficial to learning.

Orchestra

Pupils can stand an hour of orchestral playing very well. A half hour here is too short. Even if one could eliminate all the studying from the orchestral period, and give the whole time to interpretation, one hour does not seem too long for pupils to apply themselves.

Have you paid your dues for 1924-25?

All members of the California High School Teachers' Association are urged to pay their dues (one dollar) for the current year. The funds of the association are used for research, for publication and for the welfare of the high school teachers of California.

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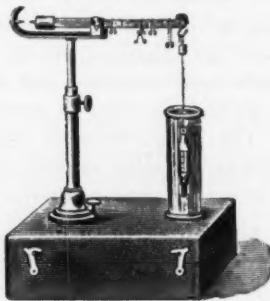
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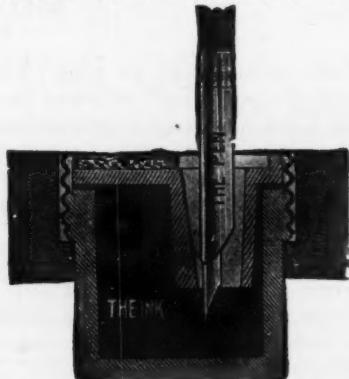
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THE JUNIOR HIGH SCHOOL IN THE EAST

WILLIAM JOHN COOPER

City Superintendent of Schools, Fresno

Status of Junior High Schools.

Junior High Schools in Cities having population of 2500 or over.

Grades	Cities of				To-tals	Groupings				Starting at
	Over 100,000	30,000 to 100,000	10,000 to 30,000	Under 10,000		1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	
6-7	4	—	1	1	6	—	6	—	—	Grade 6
6-7-8	1	—	—	4	5	—	—	5	—	12
6-7-8-9	—	1	—	—	1	—	—	—	—	1
7-8	—	23	49	119	201	—	201	—	—	—
7-8-9	103	89	37	65	294	—	294	—	—	Grade 7
7-8-9-10	—	2	1	1	4	—	—	—	4	499
8	—	1	—	—	1	1	—	—	—	—
8-9	—	2	3	—	5	—	5	—	—	Grade 8
8-9-10	1	—	1	—	2	—	2	—	—	—
8-9-10-11	—	—	—	1	1	—	—	—	1	9
9-10	—	—	—	3	3	—	—	—	—	—
Totals	109	128	92	194	523	1	215	301	6	Grade 9

II. *Grand Rapids.*

a Schools visited:

1. The Creston Junior High School, containing grades 7, 8 and 9.
2. Strong Junior High School, containing grades 7, 8 and 9.
3. Union School, containing everything from the kindergarten through the last grade of the high school.

b Gymnasium at Creston.

c Shop Work—Emphasis on sheet metal.

d Guidance Work—Some in English Department.

e Superintendent favors 6-6 plan.

III. *Rochester, New York.*

a Monroe Junior High School visited:

1. Shops.
 - (a) Those taking the foreign language course have shop work one and one-half hours per week.
 - (b) Those pursuing the so-called technical courses have three hours per week.
 - (d) Those pursuing vocational courses spend half their time in the shops.
2. Swimming pool, etc.

3. Science Laboratories.

- b Guidance Plan of Miss A. Laura MacGregor.
 c Influence of Washington Junior High.
 IV. *Lincoln School of Teachers' College, Columbia University.*

- a Social Studies (7th grade).
 b Diversified Shop.
 c The Assembly.
 d The Class Meeting.
 e Foreign Languages.

V. *St. Louis.*

- a Ben Blewett Jr. High School (H. H. Ryan, Principal).
 1. Old building.
 2. Good English work—reports.
 3. Elaborate set administration forms.
 4. Exploratory for language.
 b St. Louis not "sold" on Junior High School idea.

VI. *Kansas City, Mo.*

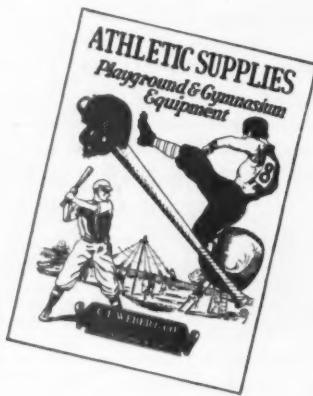
- a Central Junior High School visited.
 b Junior High temporarily in Senior High buildings.
 c Two year plan: 7th grade plus first high school year.
 d Plan to have secondary buildings in pairs.

REPORT OF COMMITTEE ON ILLITERACY

ONE of the most important educational problems in America today is that of removing the handicap of illiteracy and a foreign language which bars almost one-fourth of the adult population from the duties and privileges of citizenship. The United States has the highest percentage of illiteracy among the enlightened nations of the world. California has over 95,000 people who cannot even sign their own names and many more who are unable to read or write sufficiently well

to meet any practical test.

Between the years 1910 and 1920, forty states in the Union were more successful than we in reducing the percentage of illiteracy among the adult population. Besides the illiterates there are vast numbers who, while having an education in their own language, cannot speak, read, and write the English Language. The practical test applied to the drafted men showed 21 percent unable to use the English language as a means of communication.



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California has 682,000 foreign born white. In addition we have 72,000 Japanese, 29,000 Chinese and 17,000 Indians.

Adult Education

The task of giving this population some homogeneity is largely a problem of adult education. What the schools do about it will in a large measure, determine the answer to the question, "Will California ever become a literate, English-speaking state?" Many of the high schools and city school districts are meeting their full obligation. In 1922-23 there were 32 cities and 72 high school districts offering classes to foreign adults. In all there were 631 such classes with a total enrollment of more than 30,000 people. This number is, however, too small when compared with 95,000 illiterates and 21 percent of our population unable to speak English with proficiency.

A much more vigorous program will have to be inaugurated if California is to have a better record in the 1930 census. There are many obstacles to be overcome.

Obstacles

First, there is the attitude of the community. Here there is often apathy, due to ignorance of the pressing nature of the problem. Again there is the prejudice of various groups, religious, industrial

and racial. Still other members of the community regard this as less important than other school activities and are ready to abandon it in times of stress.

The second obstacle to the elimination of illiteracy is the economic depression now felt in almost all agricultural districts of the state. This, coupled with the economy slogan, has obstructed legitimate expansion and crippled established work. A due recognition of the prime importance of this work to the future of the nation would prevent any curtailment in this field.

The third obstacle is the lack of educational opportunity in California at present. This is by far the most serious difficulty. There are 49 high schools in the state, in whose districts there are illiterates and people unable to speak English, where there is absolutely no chance for these people to go to school. The administrators of the schools give three principal reasons for this situation:

1. "THERE HAS NEVER BEEN ANY DEMAND." Foreigners have to be pretty well Americanized to go to a high school principal and ask for a class. In any case it is the business of educators to create the demand. This can easily be done by making a contact with the foreign community and meeting a few leaders.

2. "WE TRIED IT AND IT DID NOT WORK." That is true of many things we ultimately achieve in education. Perhaps the teacher did not understand teaching the English language by modern methods. Perhaps he was not suited by temperament and could not understand the psychology of the race with which he was dealing. Experience shows that the proper teacher, properly supported, will make a success.

3. "WE HAVE NO MONEY." It does not cost much to start one class in the evening. Such a class will meet two or three nights a week. The teacher will be paid about \$4.00 a night and the total expenditure will be less than \$400.00 per year. While this partial measure may not reach every adult foreigner or illiterate in the district, it is better than ignoring the problem completely. The money from the state and county, earned on this attendance, will make possible a more adequate program for the following year.

There are at least 20 more high schools where there are now offered a few classes in the high school building where the size of the foreign population would warrant a more extensive and aggressive program. Here there is need for a teacher, trained for this work, to get in touch with every foreign family in the community and provide

classes for them at a place and time possible for them to attend.

Suggestions

Your committee, therefore, makes the following suggestions:

Selective Immigration

I. That the high school principals urge legislation restricting immigration not on the basis of numbers or percentage, as same is unscientific and does not necessarily produce a desirable quality of citizenship material, but on a policy of individual selection depending upon an ascertainment of qualifications in the country of emigration. This law should be applicable to Mexicans as well as other nationalities.

Adult Education

II. That the high schools adopt a program of adult education commensurate with the size of their foreign population. Where possible, classes should be placed in more than one center in the high school district. Where there is a possibility of obtaining as many as 20 persons in daily attendance, including both afternoon and evening classes, a special teacher should be employed who will give full time to organizing these classes, preparing lesson material and teaching them. One such teacher can handle 20 people or 10 units of attendance a day and will, therefore, bring about \$2,000 to the district in state and county money.

Campaigning

III. That the principals here assembled personally solicit the help of all organized bodies of citizens in their districts to make their adult classes not only possible but a success. Some of the services which lay groups can render are:

a. Assist in making a survey of the entire district. A map should be made showing the residence of those illiterate and non-English speaking. Care should be taken to do this without carrying an affront to those whom the school ultimately wishes to reach. Grammar and high school pupils can be of much assistance.

b. Open their platforms to a program telling what the schools are doing and, if possible, have some of the foreign-born take part.

c. Provide an occasional entertainment for the evening class, including some music and refreshments, and, in particular, have some of their own members attend and show their interest.

d. Provide the teacher with a small sum of money to carry on community work.

e. Have a Homelands exhibit, showing arts and crafts brought from the home country.

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f. Collect pictures and magazines for use in evening classes.

Training Courses

IV. That the University of California Extension Division be commended for giving the services of a specialist who has, during the year, given 16 training courses to the teachers of foreign

adults. Let us solicit the co-operation of the other universities of California.

*A. R. Clifton,
S. J. Brainerd,
Wm. Inch,
E. J. Irwin,
Louis E. Plummer, Chairman.*

DIGEST OF RESOLUTIONS

Adult Education

ADULT Education is a newer development in public school education. The laws relating to this form of education have been written to meet a specific need without regard for the program of adult education as a whole. Adult Education has been fitted into legislation framed for general public education.

RESOLVED, That the Commissioner of Secondary Schools appoint a committee of three or five high school principals to study all laws relating to adult education and suggest such legislation as is necessary to give adult education completely independent legal status.

Part-Time Education

RECOMMENDED that the President of the High School Principals' Association appoint a committee of five to make a study concerning the operation of the Part-Time Education Act and make recommendations to the Legislative Committee of the High School Principals' Association concerning this law.

Recommendation to University

THE scholastic requirement for recommendation in the University shall be graduation from the high school with fifteen units of recommended work, i.e., having a grade of 1 or 2, provided that excellent work in the last two years may offset unrecommended work in related subjects taken in the first two years of the high school course, said unrecommended work not to exceed a total of three units.

High school principals should recognize as of primary importance for recommendation the character of the student as it functions in personal qualities and seriousness of purpose.

Examination in English

THREE is a widespread conviction that it would be highly desirable for prospective students of the University of California to be permitted to take the Subject A examination in English in their home high school under the supervision of the high school principal.

We request the Commissioner of Secondary Schools to confer with the proper authorities at the University to secure this privilege. It is to be un-

derstood that the test papers of pupils be forwarded under seal to the University for grading, and the report then returned to the high school.

Tobacco

THE use of tobacco and particularly of cigarettes among high school students has been increasing at an alarming rate.

The use of tobacco among high school students is detrimental to their growth and character, and such use is illegal.

The High School Principals' Association urges the strict enforcement of the law relating to the use of tobacco by students and the sale of tobacco to minors under eighteen years of age.

American History Text Books

IT IS generally recognized that American History Textbooks should be written with due regard both to intelligent patriotism and to historical facts.

Every committee of experts, both historians and teachers, after thorough investigation, have reported that the textbooks now on the prescribed list of the State Board of Education are patriotic and do state the facts of American history.

A committee of high school principals recently appointed by the High School Principals' Association to investigate the charges that Muzzey's American History is unpatriotic, pro-British and belittles and slights the early patriots of the United States.

High School textbooks pre-suppose a knowledge of the heroes of American history gained in several years of study in the grades. It is unnecessary to repeat facts concerning all the exploits of heroes covered in the elementary school texts, has found no evidence to support the charges.

This committee appointed by the High School Principals' Association consisted of three captains of the United States Army in the World War who amply demonstrated their patriotism and loyalty on the field of battle. The pupils of our California high schools who served in the World War have unmistakably shown their patriotism was in no way impaired by any teaching received in our California high schools.

RESOLVED, That we express our confidence in

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the patriotism, loyalty and intelligence of our teachers of American History who have not detected any insidious propaganda in any of the textbooks now in use in California high schools.

We request the State Board of Education to retain Muzey's American History on the list of textbooks prescribed for use in California high schools.

Frank Morton

BY THE death of Frank Morton, who has been a member of this convention from its first meeting until his retirement in 1919 after serving continuously for thirty-one years as principal of the Lowell High School of San Francisco, we have lost a distinguished educator and honored member of this body. We extend to his family our heartfelt sympathy.

Research in School Finance

WE favor the plan now under consideration by the California Teachers' Association for inaugurating through the Central Office a department to handle problems of finance as related to local and state government and to education and to develop work in investigation and research.

RESOLVED, that the executive committee of the

High School Principals' Association be authorized and empowered to confer with the President and Secretary of the California Teachers' Association to the end that we may co-operate, if such co-operation is needed, in the establishment of the department in question.

YES! OF COURSE

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REVIEW OF RECENT HIGH SCHOOL BOOKS

VAUGHAN MacCAUGHEY

FOUNDATIONS OF EDUCATIONAL SOCIOLOGY. By Charles C. Peters. 447 p. il. MacMillan Co. 1924.

Dr. Peters, who is professor of education in Ohio Wesleyan University, has brought together a substantial and well-arranged series of basic materials.

Part of the volume was written as early as 1916 and as much as a third of it by 1918. For this reason there are only incidental references to such more recent books as Charter's "Curriculum Construction" and Bobbitt's "How to Make a Curriculum." The materials have been used in preliminary form, by nine different classes in educational sociology, and thus have been fully tested. Sometimes a book may be judged in part by its appendices; on this basis "Foundations" has unique materials. Appendix A includes analysis of social efficiency. Appendix B comprises a detailed analysis of one objective of cultural education. Appendix C is a test of general information with sociologically determined weightings. This book will take a place among standard library volumes.

MODERN METHODS IN TEACHING. By Harry B. Wilson, George C. Kyte, Herbert G. Lull. 286 p. tables. Silver, Burdett & Co. 1924. \$1.64.

This is a comprehensive text on up-to-date methods of teaching with concrete consideration of the teacher's classroom problems.

Part 1 considers the background of classroom teaching and aims to give the teacher a definite, working, modern philosophy of education.

Part 2 takes up the larger problems which confront the classroom teacher, namely: the problems of how to socialize and motivate the children's experiences, and how to teach the children in this socialized, motivated situation.

Part 3 describes in detail various more or less mechanical phases of teaching necessary to the teacher's success, such as planning the classwork.

Nothing is presented in this progressive text which was not first subjected to the criticism of many classes of students and teachers in teacher-training classes at the University of California, the Emporia State Teachers College, and other institutions where the authors have taught. The material has also survived the severer test of actual use by well-trained teachers in many of the most progressive classrooms in the United States.

Noteeworthy are chapters 1 and 2 on the school's work and the objectives of modern education. Superintendent Wilson and his associates are to be congratulated upon the progressive work of the Berkeley Schools, and their scholarly fruits, of which this volume is one of many.

PSYCHOLOGY OF THE JUNIOR HIGH SCHOOL PUPIL. By L. A. Pechstein and A. Laura McGregor. 289 p. il. Houghton Mifflin Company. \$2.00.

Dean Pechstein has charge of the College of Education at the University of Cincinnati. Miss McGregor is vice-principal of a junior high school of Rochester, New York. In an admirable editorial introduction by Professor Cubberley, of Stanford University, he states that the junior high school was devised to meet the special biological and psychological needs of young people in their teens. In its organization and purpose, it stands midway between the class-teacher type of instruction characteristic of the pre-adolescent grade school, and the individual

study type of instruction characteristic of the full adolescent high school.

Its instruction, therefore, should be adapted to the peculiar psychological needs of the early adolescent through intelligent sorting and class placement, flexible and differentiated group study, failure prevention, the establishment of moral values and the right type of habit-reactions, proper individual and group contacts between the sexes, citizenship training, socialized activities, and vocational guidance.

The volume will be profitable reading for teachers in junior high schools, for supervisory officers of school systems, and also for teachers and principals in our senior high schools,—since much the same principles apply to the first year of senior high school instruction as to the junior high school work. The book is also a very useful text in early adolescent psychology for use in teacher-training institutions.

VISUAL EDUCATION. A comparative study of motion pictures and other methods of instruction. Edited by Frank N. Freeman. 391 p. il. University of Chicago Press. 1924. \$3.50.

Investigations made with the aid of a grant from the Commonwealth Fund furnish the basis for this valuable report. The experiments were conducted in six cities in Illinois, Michigan and Ohio. The pedagogical findings are presented with clarity, effectiveness and abundant corroborative material. A most significant conclusion, among the seventeen listed, is this: "The superior effectiveness of the teacher as contrasted with any merely material device was indicated repeatedly in the investigation." Of course! Teaching is in reality a spiritual process and mechanics are bound to be accessory.

RUCH-COSSMAN BIOLOGY TEST. By Giles M. Ruch and Leo H. Cossman. World Book Company. 1924.

Oregon and Iowa are geographically represented in the hyphenated title of this test. Dr. Ruch is associate professor of Education and Psychology at the State University of Iowa. Mr. Cossman is principal of the High School at Bend, Oregon.

This excellent test is designed to measure the accomplishment of high school pupils in the subject matter of general biology.

The writer of the present review emphatically wishes that every high school pupil in America might be versed in the content and viewpoint represented by this commendable and practical test. The examination consists of five tests as follows:

- Test 1. General biological information, 40 items.
- Test 2. Incomplete statements, 18 items.
- Test 3. Identification of structures from drawings, 15 items.
- Test 4. Laws of Mendelian inheritance, 4 items (8 score units).
- Test 5. Completion exercises, 35 items.

The materials are not based on any single text or on any particular kind of course of study. The items are drawn from botany and from zoology in proportions designated by the best teaching practice. This test can be used in Grade 9 or 10, or in any other grade in which biology is taught.

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ESSENTIALS OF THE NEW AGRICULTURE. By Henry Jackson Waters. 549 p. il. Ginn & Company. 1924. \$1.60.

Dr. Waters, recently president of the Kansas State Agricultural College, has completely re-written and re-illustrated his widely-used "Essentials." His is an honest, inspiring treatment, that creates interest and directs itself practically through field, home and laboratory work.

Both in agricultural content and in educational method, the new text is thoroughly up-to-date. That it will have a very wide use wherever agriculture is taught, is assured. The schools need more books like this one.

NEW OUTLINES OF COMMERCIAL LAW. By O. B. Parkinson, revised by J. S. Sweet. 212 p. J. S. Sweet Publishing Company. 1923.

Much of the instruction of this text book is based upon statutes of such representative states as New York and California. The chapters are thoroughly paragraphed and conclude with test questions. Mr. Sweet is the author of a series of commercial school text books and resides at Santa Rosa, California. Mr. Parkinson is of the Stockton, California Bar.

LESSONS IN CALIFORNIA HISTORY. By Harr Wagner and Mark Keppel, edited by Lawrence C. Lockley. 332 p. il. Harr Wagner Publishing Co.

This is the third printing of a delightful reading book, which first appeared in 1922, and which has a host of friends. The book will fulfill its aim to "stimulate the love of the people for California; to keep alive the memories of the pioneers and the men and women who contributed to the wholesome public sentiment that

brought about our great commonwealth and translated it into social uses."

The cream tinted paper, large type, and many illustrations are pleasing; the colored frontpiece "Fremont Naming the Golden Gate," from the original painting by Mabel Macy, is very good. The text has positive literary merit.

PLANE GEOMETRY (Revised). By Claude I. Palmer, Daniel P. Taylor and Eva C. Farnum. 347 p. il. Scott, Foresman & Co. 1924.

The Palmer and Taylor text, published in 1915, is here enriched and modernized. Dr. Palmer is at the Armour Institute of Technology, Chicago; Mr. Taylor, San Diego High School; Miss Farnum, Manual Arts High School Los Angeles. The text harmonizes completely with the 1923 report of the National Committee on Mathematical Requirements. The dynamic and functional aspects of geometry are emphasized. Adequate provision is made for the segregation of students into classes on the basis of ability, and for differentiation within the class. The approach is that of the experimental method; the vocabulary that of a tenth grade student. Los Angeles high school teachers gave many helpful suggestions in the revision.

THE CHILD: HIS NATURE AND HIS NEEDS. A survey of present-day knowledge concerning child nature and the promotion of the well-being and education of the young. Prepared under the editorial supervision of M. V. O'Shea. A contribution of the Children's Foundation, Valparaiso, Indiana, 516 p. il. Published by the Foundation. 1924.

The books pertaining to any field of human thought may be divided into two great categories, mile-stone

books, and others. The others are useful and necessary, but they do not necessarily register mileage nor emblazon epochs.

The Children's Foundation has produced an epochal volume, significant in the breadth of its conception and the excellence of its content. Our present-day knowledge of child-nature, child-welfare and child-education, is admirably reviewed and interpreted. In addition to the editor, Professor O'Shea, there are seventeen contributors, all men of national reputation.

Baldwin, Goddard and Tigert make strong statements on the necessity for bridging the gap between our knowledge and our practice. Much of the research relating to children is playing no role in the promotion of their well-being and training.

Lorne W. Barclay, vice-president of the Foundation, formerly director of education for the Boy Scouts of America, has brought to the new and large work of the Foundation an extensive knowledge of child life and of the most efficacious methods of making scientific knowledge intelligible and helpful. Dr. Lewis E. Meyers, president, through the initial gift in 1921 established the Foundation.

Choice is difficult in the whole galaxy of chapters. Emerson on Nutrition, Healy on Delinquency, Hollingsworth on Superior Children, Bolton on Social Traits,—may be cited as noteworthy sections. O'Shea's five chapters are in themselves a treatise.

The last paragraph of this great book begins thus: "The one-room rural school constitutes the most serious problem in present-day American education".

The volume is very well done typographically, with excellent paper, format, binding and illustrations. The first born of the Children's Foundation has set a high standard for the offspring to come.

The trustees of the Foundation have gratuitously distributed this cyclopedic volume to an extensive list of institutions and individuals. The book is not for sale, but is made available to others by the payment of one dollar to the publication fund of the Foundation. This sum, of course, is far below the actual cost of the book.

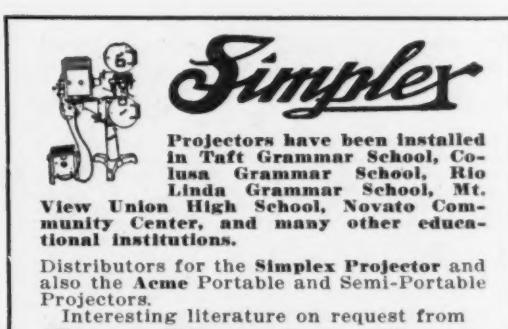
The Children's Foundation gives every promise of becoming a noble influence in the child life of America and of the world.

WHAT EDUCATION HAS THE MOST WORTH? By Charles F. Thwing. 235 p. MacMillan. 1924. \$2.00.

The contents, methods, forces, limitations and conditions of the modern educational process are treated. The distinguished president emeritus of Western Reserve University, author of a whole educational book shelf, here considers the value of many modern movements, such as the "project" method and the moving picture. It is a placid philosophical dissertation of much merit.

OUR PHYSICAL WORLD. A source-book of physical nature-study. By Elliott R. Downing, with a chapter on Radio Communication by Fred G. Anibal. 367 p. il. University of Chicago Press. 1924. \$2.50.

Professor Downing is producing a valuable series of nature-study books, field and laboratory guides. He has capably recognized that science instruction needs a more efficient organization of the course of study. The content of this book is centered around toys and familiar home appliances. He begins with the universe and ends with a monkey-wrench. There are interesting chapters on fire, electrical inventions, conquest of the air, etc.



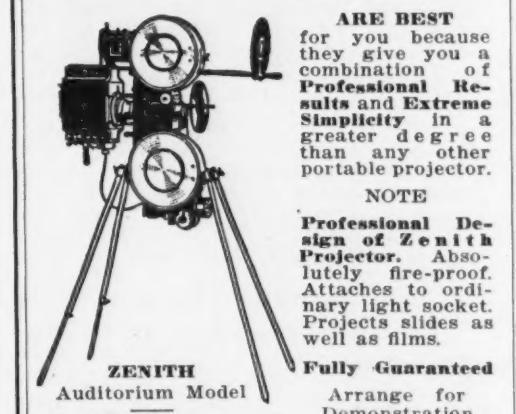
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AN ABOUT-FACE IN EDUCATION. A primer interpretation of some educational principles, with a manual of writing, reading, spelling and arithmetic. By Adelia Adams Samuels, Introduction by Grace C. Stanley. 260 p. il. Harr Wagner Publishing Co. 1924.

The State Demonstration School at Cucamonga, California, furnishes the background of this story of modern educational theory and the practices developed from it. Miss Samuels is the director of the school. The State Commissioner of Elementary Education for California, who founded the school, has written the introduction. This illustrated and eminently practical volume belongs with that growing galaxy of prophetic books that point the way to the School of Tomorrow. The about-face is toward the Dawn.

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